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introduction

RESEARCH IN EDUCATION is a monthly catalog that has been published since November 1966 to provide up-to-date information about educational research sponsored by the Bureau of Research, U.S. Office of Education. The catalog--prepared by the Educational Research Information Center (ERIC)--is designed to keep teachers, administrators, research specialists, others in the educational community, and the public informed about the latest significant findings from educational research.

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organization of this catalog

RESEARCH IN EDUCATION relies upon two basic formats--resumes and indexes--to serve the searcher and the browser. The resumes, which highlight the significance of each research report and project, are numbered sequentially within the white-paged section for reports (ED prefixes) and within the green-paged section for projects (EP prefixes).

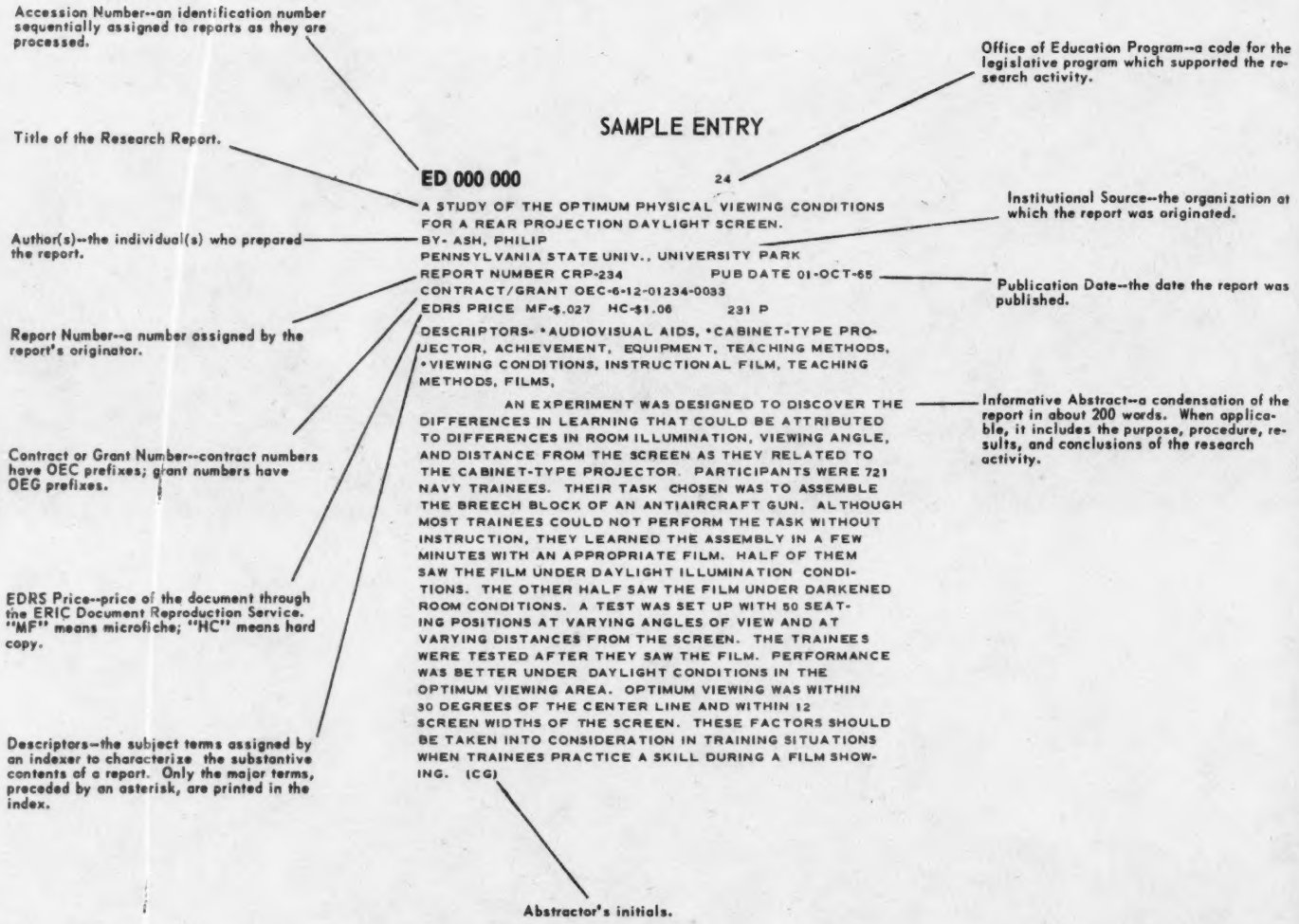
Although the reader can browse through the resumes, he will find pertinent information more quickly by first consulting the indexes that follow each resume section. The indexes cite:

Authors and investigators
Institutions responsible for the research
Subjects
USOE programs (legislation authorizing the research)
Contract and grant numbers

The indexes are keyed to the accession numbers so that every index entry refers the reader directly to the corresponding resume.

THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

REPORT
RESUMES


Accession Number--an identification number sequentially assigned to reports as they are processed.
Office of Education Program--a code for the legislative program which supported the research activity.
SAMPLE ENTRY
Title of the Research Report.
ED 000 000
24
A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
Institutional Source--the organization at which the report was originated.
Author(s)--the individual(s) who prepared the report.
BY- ASH, PHILIP
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-234
PUB DATE 01-OCT-65
Publication Date--the date the report was published.
CONTRACT/GRANT OEC-6-12-01234-0033
EDRS PRICE MF-$.027 HC-$1.06 231 P
Report Number--a number assigned by the report's originator.
DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,
Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.
AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)
Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.
EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.
Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.
Abstractor's initials.

ED 010 495 08

RESEARCH, DEVELOPMENT, AND DEMONSTRATION IN ADULT TRAINING AND RETRAINING. FINAL REPORT.

BY- KAUFMAN, JACOB J.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER BR-5-0007 PUB DATE SEP 66
REPORT NUMBER EO-277
CONTRACT OEC-5-10-263
EDRS PRICE MF-$0.36 HC-$10.24 256P.

DESCRIPTORS- *ACTION PROGRAMS (COMMUNITY), *ADULT EDUCATION, *COMMUNITY SERVICE PROGRAMS, *EMPLOYMENT OPPORTUNITIES, *JOB TRAINING, *YOUTH PROGRAMS, COMMUNITY PROBLEMS, DISADVANTAGED ENVIRONMENT, HUMAN RESOURCES, MON YOUGH COMMUNITY ACTION COMMITTEE, PENNSYLVANIA, REGIONAL COOPERATION, UNIVERSITY PARK, VOCATIONAL EDUCATION,

A COOPERATIVE COMMUNITY ACTION PROGRAM WAS INITIATED AND DEVELOPED IN THE MON-YOUGH REGION OF ALLEGHENY COUNTY, PENNSYLVANIA. TO CORRECT SOCIAL AND ECONOMIC NEEDS THROUGH COMPREHENSIVE ADULT TRAINING, RETRAINING, AND EMPLOYMENT PROJECTS. THE MON-YOUGH COMMUNITY ACTION COMMITTEE WAS FORMED THROUGH THE COOPERATIVE EFFORTS OF THE PENNSYLVANIA STATE UNIVERSITY, THE U.S. OFFICE OF EDUCATION, AND A NUMBER OF REGIONAL ORGANIZATIONS. A SERIES OF SEMINARS WAS CONDUCTED TO DETERMINE HOW THE HUMAN RESOURCES OF THE AREA COULD BE DEVELOPED AND USED EFFECTIVELY. PRODUCTS OF THIS EFFORT WERE SEVERAL NEW COMMUNITY PROJECTS, DEALING WITH SUCH PROBLEMS AS (1) OCCUPATIONAL UTILIZATION OF YOUTH, (2) EDUCATION VERSUS SKILL TRAINING FOR DROPOUTS, (3) ECONOMIC EVALUATION OF VOCATIONAL EDUCATION, (4) COST-BENEFIT ANALYSIS OF VOCATIONAL EDUCATION, (5) DEVELOPMENT OF LABOR-COMMUNITY SPECIALISTS, (6) USE OF LABOR MARKET INFORMATION BY UNEMPLOYED WORKERS, AND (7) DEMONSTRATION OF OCCUPATIONAL EDUCATION AND TRAINING. IN ADDITION, A RESEARCH GUIDE WAS DEVELOPED TO SYSTEMATICALLY IDENTIFY URGENT PRIORITIES FOR RESEARCH IN OVERALL AREA DEVELOPMENTS IN HUMAN RESOURCES. (JH)

ED 010 496 08

EMPLOYMENT OPPORTUNITIES AND USABLE AGRICULTURAL SKILLS IN NON-FARM AGRICULTURAL OCCUPATIONS IN APPALACHIA. FINAL REPORT.

BY- DILLON, ROY D. AND OTHERS
MOREHEAD STATE UNIV., KY.

REPORT NUMBER BR-5-0020 PUB DATE NOV 66
REPORT NUMBER EO-038
CONTRACT OEC-5-85-028
EDRS PRICE MF-$0.27 HC-$7.48 187P.

DESCRIPTORS- *AGRICULTURE, *EMPLOYMENT OPPORTUNITIES, *JOB SKILLS, *POST HIGH SCHOOL GUIDANCE, *VOCATIONAL EDUCATION, APPALACHIA, EDUCATIONAL NEEDS, KENTUCKY, MOREHEAD, NONFARM YOUTH, QUALIFICATIONS, SKILLED LABOR, SUBPROFESSIONALS,

EMPLOYMENT OPPORTUNITIES AND AGRICULTURAL COMPETENCIES NEEDED BY NONFARM WORKERS IN THE APPALACHIA REGIONS OF KENTUCKY AND OHIO WERE IDENTIFIED AND COMPILED. SPECIAL EMPHASIS WAS PLACED ON DETERMING THE POST-HIGH SCHOOL EDUCATIONAL CURRICULUMS NEEDED TO PREPARE WORKERS IN AGRICULTURAL, TECHNICIAN-LEVEL OCCUPATIONS. SOME GENERAL CONCLUSIONS DERIVED FROM THE COLLECTED DATA WERE THAT (1) 40 PERCENT OF ALL WORKERS EMPLOYED IN NONFARM AGRICULTURAL BUSINESSES NEED SOME KNOWLEDGE AND SKILLS IN AGRICULTURE, AND (2) 2 1/2 TIMES MORE AGRICULTURAL VOCATIONAL WORKERS THAN AGRICULTURAL TECHNICIANS WILL BE NEEDED IN THE NEXT 5 YEARS. (GD)

ED 010 497 08

A DETERMINATION OF NEEDED ADJUSTMENTS AND EXTENSIONS IN THE CURRICULAR PATTERNS OF VOCATIONAL EDUCATION IN AGRICULTURE. FINAL REPORT.

BY- TAYLOR, ROBERT E.
OHIO STATE UNIV., COLUMBUS

REPORT NUMBER ERD-002-65 PUB DATE MAR 66
REPORT NUMBER BR-5-0031
CONTRACT OEC-5-85-009
EDRS PRICE MF-$0.18 HC-$4.12 103P.

DESCRIPTORS- *AGRICULTURE, *CURRICULUM PLANNING, *PREVOCATIONAL EDUCATION, *SERVICE OCCUPATIONS, *VOCATIONAL EDUCATION, BIBLIOGRAPHIES, COLUMBUS, EDUCATIONAL CHANGE, EDUCATIONAL NEEDS, HIGH SCHOOLS, NONFARM YOUTH, OCCUPATIONAL GUIDANCE, OHIO, POST HIGH SCHOOL GUIDANCE, RURAL YOUTH, SUBPROFESSIONALS,

TO MORE EFFECTIVELY MEET PREPARATORY TRAINING NEEDS IN NONFARM AGRICULTURAL OCCUPATIONS, THE ADJUSTMENTS AND EXTENSIONS NEEDED IN HIGH SCHOOL AND POST-HIGH SCHOOL CURRICULAR PATTERNS OF AGRICULTURAL VOCATIONAL EDUCATION WERE IDENTIFIED. COMMITTEE MEETINGS, AREA SEMINARS, AND A NATIONAL CONFERENCE WERE CALLED WHICH SUMMARIZED, INTERPRETED, AND SYNTHESIZED VARIED PROGRAMS FOR AGRICULTURAL OCCUPATIONS. RESULTING CURRICULAR AND ADMINISTRATIVE RECOMMENDATIONS WERE PRESENTED IN A SERIES OF SPECIAL PUBLICATIONS (LISTED IN THE REPORT). IN ADDITION, CURRICULAR MATERIALS WERE DEVELOPED FOR COURSES IN FOUR SUBJECT AREAS--AGRICULTURAL MACHINERY (SERVICE OCCUPATIONS), AGRICULTURAL SUPPLY (SALES AND SERVICE OCCUPATIONS), HORTICULTURE (SERVICE OCCUPATIONS), AND AGRICULTURAL CHEMICALS TECHNOLOGY. (GD)

ED 010 498 08

EXPERIMENTATION WITH COMPUTER-ASSISTED INSTRUCTION IN TECHNICAL EDUCATION. SEMI-ANNUAL PROGRESS REPORT.

BY- NITZEL, HAROLD E. BRANDON, GEORGE L.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

REPORT NUMBER BR-5-0035 PUB DATE 31 DEC 66
REPORT NUMBER ERD-199
CONTRACT OEC-5-85-074
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *EDUCATIONAL STRATEGIES, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *VOCATIONAL EDUCATION, COMPARATIVE ANALYSIS, COMPUTER ORIENTED PROGRAMS, INFORMATION DISSEMINATION, INSTRUCTIONAL DESIGN, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, UNIVERSITY PARK,

THE THIRD 6-MONTH PERIOD OF OPERATION OF A COMPUTER-ASSISTED INSTRUCTION (CAI) EFFORT IN TECHNICAL EDUCATION WAS COVERED IN THIS REPORT. THE OBJECTIVES OF THE TOTAL PROGRAM (A 4-YEAR EFFORT) WERE (1) TO COMPARE CAI WITH OTHER EDUCATIONAL STRATEGIES, (2) TO PREPARE INSTRUCTIONAL MATERIALS, (3) TO TRAIN PERSONNEL, AND (4) TO DISSEMINATE RESULTS OF RESEARCH. FIVE BARRIERS TO THE DEVELOPMENT OF CAI

WERE DISCUSSED--(1) DELAY OF PROGRAM DEVELOPMENT WAITING FOR IMPROVED HARDWARE AND VICE VERSA, (2) LACK OF EXPERIENCE AND METHODOLOGY FOR CONSTRUCTION OF ACHIEVEMENT MEASURES, (3) EXCESSIVE TIME REQUIRED TO WRITE A CAI PROGRAM, (4) LACK OF KNOWLEDGE OF THE APPROPRIATE BALANCE BETWEEN CAI AND TEACHER INSTRUCTION, AND (5) RESTRICTION OF EXCHANGE OF CAI PROGRAMS DUE TO LACK OF COMPATIBILITY OF COMPUTERS. IT WAS CONCLUDED THAT IT WAS INAPPROPRIATE AT THE TIME OF REPORTING TO MAINTAIN THAT CAI DOES OR DOES NOT PROVIDE MORE EFFICIENT METHODS OF TEACHING. (AL)

ED 010 499 05

AN EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO RETRAIN OFFICE EDUCATION TEACHERS FOR TEACHING BUSINESS ELECTRONIC DATA PROCESSING.

BY- BREESE, WILLIAM E.

MILWAUKEE INSTITUTE OF TECHNOLOGY, WIS.

REPORT NUMBER BR-5-0040 PUB DATE 65

REPORT NUMBER ERD-270-65

CONTRACT OEC-5-85-097

EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *BUSINESS EDUCATION, *DATA PROCESSING, *INSTITUTE TYPE COURSES, *RETRAINING, *TEACHER EDUCATION, BUSINESS SUBJECTS, MILWAUKEE, OFFICE OCCUPATIONS, SPECIALISTS, SUMMER PROGRAMS, SUMMER WORKSHOPS, TEACHER IMPROVEMENT, WISCONSIN,

A 16-WEEK TWO-SUMMER INSTITUTE WAS HELD TO ASSIST IN DEVELOPING THE KNOWLEDGE AND SKILL ESSENTIAL FOR TEACHING SPECIALIZED COURSES IN A 2-YEAR CURRICULUM IN BUSINESS ELECTRONIC DATA PROCESSING. THE REPORT DESCRIBES THE INSTITUTE'S ENROLLMENT, ENVIRONMENT (AREA AND SCHOOL), TEACHING STAFF, TEXT MATERIAL, AND COURSE OUTLINES. EVALUATIONS BY BOTH THE INSTRUCTORS AND THE PARTICIPANTS INDICATED A CONFIDENCE IN HAVING GAINED THE NECESSARY KNOWLEDGE AND SKILL TO MEET THE REQUIREMENTS OF THEIR DATA PROCESSING TEACHING ASSIGNMENTS. (GD)

ED 010 500 05

AN EXPERIMENTAL VOCATIONAL EDUCATION INSTITUTE FOR THE PREPARATION OF TEACHER COORDINATORS OF NEWLY EMERGING HIGH SCHOOL VOCATIONAL PROGRAMS. FINAL REPORT.

BY- SANSON, HARLAND E.

WISCONSIN UNIV., MADISON, SCH. OF EDUC.

REPORT NUMBER BR-5-0092 PUB DATE NOV 66

REPORT NUMBER ERD-080

CONTRACT OEC-5-85-007

EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *EDUCATIONAL ADMINISTRATION, *INSTITUTE TYPE COURSES, *PROGRAM COORDINATION, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, INNOVATION, MADISON, PROGRAM DEVELOPMENT, SECONDARY EDUCATION, SUMMER PROGRAMS, SUMMER WORKSHOPS, WISCONSIN,

AN 8-WEEK INSTITUTE WAS HELD TO PREPARE SELECTED HIGH SCHOOL TEACHERS TO INITIATE AND DEVELOP VOCATIONAL PROGRAMS. THE PROJECT INCLUDED FOLLOWUP ACTIVITY FOR 1 YEAR TO IDENTIFY THE APPLICATION OF LEARNINGS ACQUIRED IN THE SUMMER INSTITUTE. THE INSTITUTE PROGRAM WAS WELL RECEIVED, AND ITS GENERAL EVALUATION WAS HIGHLY FAVORABLE. IT WAS RECOMMENDED, HOWEVER, THAT SUCH FUTURE TRAINING INSTITUTES BE NO LESS THAN 9 WEEKS IN LENGTH AND INCLUDE AT LEAST 3 WEEKS FOR FIELD STUDY. (GD)

ED 010 501 08

DIFFERENTIAL IDENTIFICATION OF SUCCESSFUL TECHNICAL STUDENTS IN JUNIOR COLLEGE.

BY- TURNER, CHARLES J. AND OTHERS

CENTRAL FLORIDA JUNIOR COLL., OCALA

REPORT NUMBER BR-5-0119 PUB DATE SEP 66

REPORT NUMBER HRD-168

GRANT OEG-5-85-064

EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *GRADE POINT AVERAGE, *IDENTIFICATION, *PREDICTIVE VALIDITY, *STUDENT PLACEMENT, *VOCATIONAL COUNSELING, CAREER CHOICE, COLLEGE STUDENTS, CURRICULUM EVALUATION, FLORIDA, INDIVIDUAL DIFFERENCES, JUNIOR COLLEGES, OCALA, VOCATIONAL EDUCATION,

TECHNICAL AND NONTECHNICAL CURRICULUMS OF A SINGLE JUNIOR COLLEGE WERE EXAMINED TO BETTER HELP STUDENTS AND COUNSELORS TOWARD MORE REALISTIC DECISIONS IN CAREER CHOICE. THE PROJECT WAS SUCCESSFUL IN (1) DIFFERENTIATING STUDENTS IN VARIOUS CURRICULUMS WITHIN THE COLLEGE, (2) DIFFERENTIATING CHARACTERISTICS OF GRADUATES FROM THOSE OF UNDERGRADUATES, AND (3) MAXIMIZING THE PREDICTION OF GRADE POINT AVERAGE. RESULTS INDICATED THAT NEW PREDICTABILITY DATA OBTAINED FROM THIS DIFFERENTIAL STUDY COULD BE USED TO EFFECTIVELY COUNSEL CERTAIN STUDENTS ABOUT THEIR CHOICE OF PROGRAM. (GD)

ED 010 502 08

REVIEW OF RESEARCH ON COMMON JOB BEHAVIORS. INTERIM REPORT.

BY- SJOGREN, DOUGLAS SAHL, ROBERT

COLORADO STATE UNIV., FT. COLLINS

REPORT NUMBER BR-5-0149 PUB DATE DEC 66

NEBRASKA UNIV., LINCOLN

REPORT NUMBER HRD-359

CONTRACT OEC-6-85-073

EDRS PRICE MF-$0.18 HC-$3.00 75P.

DESCRIPTORS- *COGNITIVE ABILITY, *CURRICULUM DEVELOPMENT, *JOB ANALYSIS, *PSYCHOMOTOR SKILLS, *VOCATIONAL EDUCATION, ABILITY IDENTIFICATION, AGRICULTURAL LABORERS, CURRICULUM RESEARCH, EDUCATIONAL RESEARCH, EMPLOYMENT QUALIFICATIONS, INDUSTRIAL EDUCATION, JOBS, LINCOLN, MANPOWER DEVELOPMENT, NEBRASKA, WORK EXPERIENCE,

RESEARCH WAS DONE ON CURRICULUM DEVELOPMENT IN VOCATIONAL EDUCATION, STUDYING AN APPROACH WHICH STRESSES TEACHING GENERAL SKILLS, KNOWLEDGES, AND UNDERSTANDINGS BEFORE VOCATIONAL TRAINING FOR A SPECIFIC JOB IS PURSUED. TWO INDUSTRIAL CLASSIFICATIONS WERE DEFINED FOR STUDY--(1) AGRICULTURE RELATED AND (2) NONAGRICULTURE RELATED, INCLUDING THE METAL INDUSTRIES. USING THESE CLASSIFICATIONS, THE CURRICULUM RESEARCH OF THIS PROJECT CENTERED ON PROBLEMS OF JOB CLUSTERING AND ON THE IDENTIFICATION OF SKILLS AND ABILITIES COMMON TO A NUMBER OF JOBS. THIS RESEARCH WAS DISCUSSED UNDER THE THREE HEADINGS OF (1) JOB ANALYSIS STUDIES, (2) STUDIES OF PSYCHOMOTOR FACTORS, AND (3) STUDIES OF COGNITIVE FACTORS. (GD)

ED 010 503 08

THE FURTHER DEVELOPMENT OF RESEARCH COMPETENCIES OF PERSONNEL IN VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT.

BY- HILL, CHARLES W. TOWNE, DOUGLAS C.
CORNELL UNIV., ITHACA, N.Y.

REPORT NUMBER ERD-444-65 PUB DATE AUG 66
REPORT NUMBER BR-5-0164
CONTRACT OEC-6-85-027
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH SKILLS, *SEMINARS, *VOCATIONAL EDUCATION, CURRICULUM DEVELOPMENT, CURRICULUM EVALUATION, DESIGN, IMPROVEMENT PROGRAMS, ITHACA, MEASUREMENT TECHNIQUES, MOBILITY, NEW YORK, RESEARCH COORDINATING UNIT, RESEARCH TOOLS, SKILL DEVELOPMENT,

SIX 1-WEEK SEMINARS WERE HELD TO DEVELOP INCREASED RESEARCH KNOWLEDGES, COMPETENCIES, AND INTERESTS OF INDIVIDUALS INVOLVED IN RESEARCH IN VOCATIONAL EDUCATION. THE SEMINARS DEALT WITH THE PROBLEM AREAS OF (1) DEVELOPMENT AND COORDINATION OF RESEARCH BY STATE RESEARCH COORDINATING UNITS, (2) CURRICULUM DEVELOPMENT, (3) TESTS AND MEASUREMENT, (4) OCCUPATIONAL MOBILITY AND MIGRATION, (5) RESEARCH DESIGN, AND (6) CURRICULUM EVALUATION. FINDINGS IN THE EVALUATION OF THE SEMINARS STRONGLY SUPPORTED THE CONTINUATION OF RESEARCH SEMINAR PROGRAMS FOR VOCATIONAL EDUCATORS. (GD)

ED 010 504 05

SELF-INSTRUCTIONAL MATERIAL IN BASIC MUSIC THEORY FOR ELEMENTARY TEACHERS.

BY- HARGISS, GENEVIEVE
KANSAS UNIV., LAWRENCE

REPORT NUMBER CRP-2529 PUB DATE JAN 67
REPORT NUMBER BR-5-0210
CONTRACT OEC-5-10-007
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *CURRICULUM ENRICHMENT, *MUSIC THEORY, *PROGRAMED TEXTS, *TEACHER EDUCATION, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, COURSE ORGANIZATION, ELEMENTARY EDUCATION, KANSAS, LAWRENCE, MUSIC EDUCATION, PROGRAMED INSTRUCTION, STUDENT TEACHERS,

A PROGRAMED TEXTBOOK IN MUSIC THEORY WAS DEVELOPED FOR A MUSIC COURSE REQUIRED OF STUDENTS PREPARING TO BE ELEMENTARY TEACHERS. FIVE DIFFERENT GROUPS OF STUDENTS, OVER A PERIOD OF FIVE SEMESTERS, WERE GIVEN VARYING KINDS OF INSTRUCTION TO EVALUATE MATERIALS FOR THE TEXTBOOKS. GROUP 1 RECEIVED FACE-TO-FACE INSTRUCTION IN MUSIC THEORY BUT NO PROGRAMED INSTRUCTION. GROUP 2 USED A TENTATIVE PROGRAM AND PARTICIPATED IN REVISING AND REARRANGING IT. GROUP 3 USED THE PROGRAM AND RECEIVED NO FACE-TO-FACE INSTRUCTION. GROUP 4 PARTICIPATED IN FURTHER REVISION OF THE MATERIAL. GROUP 5 USED THE FINAL VERSION OF THE PROGRAM AND RECEIVED NO FACE-TO-FACE INSTRUCTION. ANALYSIS INDICATED THAT GROUP 2 ACHIEVED MORE THAN ANY OF THE OTHER GROUPS. CONTINUAL OBSERVING, REVISING, AND TESTING APPEARED TO RESULT IN EFFICIENCY AND ENJOYMENT FOR THE TEACHER TRAINEES. GROUP 5 LEARNED AS MUCH MUSIC THEORY AS GROUP 1 AND ACCOMPLISHED THEIR LEARNING IN LESS TIME. (GD)

ED 010 505 24

GUIDELINES FOR INITIATING AN R AND I UNIT.

BY- COOK, DORIS M. AND OTHERS
WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-WP-1 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *CURRICULUM GUIDES, *INSTRUCTIONAL IMPROVEMENT, *LEARNING PROCESSES, *RESEARCH AND DEVELOPMENT CENTERS, *TEACHING TECHNIQUES, CURRICULUM DEVELOPMENT, DEMONSTRATION PROGRAMS, EDUCATIONAL OPPORTUNITIES, EDUCATIONAL RESEARCH, EXPERIMENTAL PROGRAMS, INSTRUCTIONAL INNOVATION, MADISON, RESOURCE GUIDES, TEACHING GUIDES, WISCONSIN,

GUIDELINES FOR INITIATING A RESEARCH AND INSTRUCTION UNIT WITHIN A SCHOOL WERE PRESENTED. THE PROGRAM FOR ESTABLISHING THE UNITS WAS DEVELOPED TO (1) SECURE MORE EFFICIENT LEARNING BY STUDENTS, (2) ENCOURAGE PERSONALITY DEVELOPMENT, AND (3) PROVIDE OPPORTUNITIES FOR RESEARCH, CONTROLLED EXPERIMENTATION, AND DEVELOPMENT OF INSTRUCTIONAL PROGRAMS. A UNIT WOULD BE COMPOSED OF A LEARNING SPECIALIST TO LEAD THE UNIT, ONE OR MORE ADDITIONAL CERTIFIED TEACHERS, AND ONE OR MORE PARAPROFESSIONAL PERSONNEL DEPENDING ON THE NUMBER OF STUDENTS. THE OPERATION OF THE UNIT IS PLANNED TO USE THE BEST ELEMENTS OF TEAM TEACHING, COOPERATIVE PLANNING OF THE INSTRUCTIONAL PROGRAM, FLEXIBLE SCHEDULING, EFFICIENT USE OF MATERIALS, AND INDIVIDUAL STRENGTHS OF THE STAFF MEMBERS TO DEVELOP AND EXECUTE EXEMPLARY INSTRUCTIONAL PROGRAMS. (AL)

ED 010 506 24

THE CURRENT STATUS OF RESEARCH AND THEORY IN HUMAN PROBLEM SOLVING.

BY- DAVIS, GARY A.
WISCONSIN UNIV., MADISON

REPORT NUMBER BR-5-0216-OP-2 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *COGNITIVE PROCESSES, *COVERT RESPONSE, *LEARNING PROCESSES, *OVERT RESPONSE, *PROBLEM SOLVING, *RESEARCH AND DEVELOPMENT CENTERS, BEHAVIOR PATTERNS, COGNITIVE DEVELOPMENT, LEARNING THEORIES, MADISON, WISCONSIN,

PROBLEM-SOLVING THEORIES IN THREE AREAS - TRADITIONAL (STIMULUS-RESPONSE) LEARNING, COGNITIVE-GESTALT APPROACHES, AND COMPUTER AND MATHEMATICAL MODELS - WERE SUMMARIZED. RECENT EMPIRICAL STUDIES (1960-65) ON PROBLEM SOLVING WERE CATEGORIZED ACCORDING TO TYPE OF BEHAVIOR ELICITED BY PARTICULAR PROBLEM-SOLVING TASKS. ANAGRAM, "INSIGHT," "WATER-JAR," AND ARITHMETIC PROBLEMS WERE CONSIDERED SOLVABLE BY COVERT TRIAL-AND-ERROR BEHAVIOR. IT WAS SUGGESTED THAT "SWITCH-LIGHT," CLASSIFICATION, PROBABILITY-LEARNING, AND NUMEROUS "MISCELLANEOUS" TASKS SHOULD BE APPROACHED BY OVERT TRIAL-AND-ERROR METHODS. BY DISCUSSING PROBLEM SOLVING IN TERMS OF OVERT VERSUS COVERT TRIAL-AND-ERROR BEHAVIOR, THE REPORT PRESENTED A NEW APPROACH TO THE STUDY OF HUMAN PROBLEM SOLVING THROUGH THE USE OF CATEGORICAL IDENTIFICATION OF PROBLEM-SOLVING TASKS. (GC)

ED 010 507 24
THE RELATIONSHIP OF REACTIVE INHIBITION AND SCHOOL ACHIEVEMENT--THEORY, RESEARCH, AND IMPLICATIONS.
BY- OTTO, WAYNE
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-OP-4 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$0.64 16P. J. OF SPEC. EDUC., FALL 1966

DESCRIPTORS- *ACHIEVEMENT GAINS, *PERFORMANCE FACTORS, *PERSONALITY PROBLEMS, *PSYCHOLOGICAL CHARACTERISTICS, *STUDENT MOTIVATION, ACADEMIC ACHIEVEMENT, LANGUAGE ARTS, LEARNING MOTIVATION, MADISON, REACTIVE BEHAVIOR, REMEDIAL INSTRUCTION, RESEARCH AND DEVELOPMENT CENTERS, RESEARCH OPPORTUNITIES, WISCONSIN,

THE RELATIONSHIP OF REACTIVE INHIBITION TO TEST PERFORMANCE AND TO ACHIEVEMENT IN READING, SPELLING, AND HANDWRITING WAS STUDIED. IN THIS STUDY, AS IN PREVIOUS WORK DONE BY HALL (1943), REACTIVE INHIBITION IS DEFINED AS THE ACCUMULATION OF A GRADUAL DECREASE IN THE LEVEL OF PERFORMANCE THAT RESULTS FROM THE PERFORMANCE ITSELF. WHEN GIVEN A LOW LEVEL OF MOTIVATION, POOR ACHIEVERS APPEARED TO ACCUMULATE REACTIVE INHIBITION MORE RAPIDLY THAN GOOD ACHIEVERS. BOTH THE PERFORMANCE AND THE REACTIVE INHIBITION OF GOOD ACHIEVERS APPEAR TO INCREASE WHEN MOTIVATION IS INCREASED, BUT NO SUCH EFFECT WAS DEMONSTRATED WITH POOR ACHIEVERS. FURTHER STUDY IS SUGGESTED ON THE PRODUCTION OF REACTIVE INHIBITION CAUSED BY (1) SIMPLE AND COMPLEX TASKS AND (2) THE INTERACTION OF ANXIETY AND MOTIVATIONAL LEVELS. (AL)

ED 010 508 24
FIRST GRADE CHILDREN'S CONCEPT OF ADDITION OF NATURAL NUMBERS.
BY- VAN ENGEN, HENRY STEFFE, LESLIE
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-5 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *CONCEPT FORMATION, *GRADE 1, *NUMBER CONCEPTS, *TRANSFER OF TRAINING, *WHOLE NUMBERS, ARITHMETIC, CONCEPT TEACHING, LEARNING PROCESSES, MADISON, MIDDLE CLASS, RESEARCH AND DEVELOPMENT CENTERS, WISCONSIN,

MIDDLE-CLASS, FIRST-GRADE STUDENTS (100) WERE TESTED INDIVIDUALLY ON 4 ITEMS OF CONCEPT OF ADDITION AND CONSERVATION OF NUMBER. THE TEST ITEMS WERE IDENTICAL EXCEPT FOR THE NUMBER OF OBJECTS INVOLVED. FOR EACH ITEM, TWO PILES OF CANDY WERE PLACED BEFORE EACH CHILD AND THEN MOVED TOGETHER. THE STUDY SHOWED NO MAJOR DIFFERENCE IN THE MEAN PERFORMANCES OF THE CHILDREN AMONG SCHOOLS, SEXES, AND ITEMS. THESE FINDINGS WERE COMPARED TO THE SUBJECTS' SCORES ON A CONVENTIONAL PAPER-AND-PENCIL ADDITION TEST. IT WAS CONCLUDED THAT THE SUBJECTS HAD NOT ABSTRACTED THE CONCEPT OF THE SUM OF TWO WHOLE NUMBERS FROM PHYSICAL SITUATIONS, BUT HAD SIMPLY MEMORIZED THE ADDITION COMBINATIONS (FACTS). FURTHER STUDIES WERE SUGGESTED TO DETERMINE IF THESE CONCLUSIONS WOULD BE OPERATIVE ACROSS THE CONTINUUM OF CULTURAL LEVELS. (GD)

ED 010 509 24
RELATIVE PREDICTABILITY OF FRESHMAN GRADE-POINT AVERAGES FROM SAT SCORES IN NEGRO AND WHITE SOUTHERN COLLEGES.
BY- BIAGGIO, ANGELA M.B.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-7 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *NEGRO ACHIEVEMENT, *NEGRO STUDENTS, *PREDICTIVE VALIDITY, *SOUTHERN SCHOOLS, *TEST VALIDITY, ACADEMIC ACHIEVEMENT, APTITUDE TESTS, COLLEGE STUDENTS, GRADE POINT AVERAGE, MADISON, PREDICTIVE ABILITY (TESTING), RESEARCH AND DEVELOPMENT CENTERS, SCHOLASTIC APTITUDE TEST (SAT), SCREENING TESTS, WISCONSIN,

A COMPARISON WAS MADE OF THE RELATIVE ACCURACY OF PREDICTION OF COLLEGE FRESHMAN GRADE POINT AVERAGES FROM SCHOLASTIC APTITUDE TEST (SAT) SCORES IN PREDOMINANTLY NEGRO AND PREDOMINANTLY WHITE SOUTHERN COLLEGES. DATA PUBLISHED BY A SOUTHERN STATE UNIVERSITY SYSTEM ON TESTS USED IN DETERMINING ELIGIBILITY FOR COLLEGE ADMISSION WERE ANALYZED AND EVALUATED. THE DATA ANALYZED SHOWED THAT TEST SCORES OF THE NEGRO STUDENTS WERE CLOSELY GROUPED AT THE LOW END OF THE SCALE. CORRELATION OF SCORES AND GRADES SHOWED MARKED INCONSISTENCIES WHICH SEEMED INEXPLICABLE. THE CONCLUSION OF THIS STUDY WAS THAT THERE IS A SIMILARITY OF PREDICTION OF ACADEMIC PERFORMANCE IN BOTH TYPES OF SCHOOLS. AN IMPLICATION WAS THAT VALIDATION OF THE PREDICTABILITY TESTS POINT OUT THE INADEQUACIES OF EDUCATIONAL FACILITIES IN NEGRO COLLEGES. THE SOLUTION PROPOSED INVOLVED REDUCING OR ELIMINATING DEFICITS IN EDUCATIONAL OPPORTUNITIES RATHER THAN DISCARDING THE TESTS AS NOT BEING VALID. (GD)

ED 010 510 24
CONCEPT ATTAINMENT AS A FUNCTION OF MONETARY INCENTIVES, COMPETITION, AND INSTRUCTIONS.
BY- KALISH, PATRICIA W.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-8 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *CONCEPT FORMATION, *CONCEPT TEACHING, *INSTRUCTION, *INSTRUCTIONAL DESIGN, *MOTIVATION, ACHIEVEMENT RATING, COLLEGE STUDENTS, LEARNING PROCESSES, MADISON, RESEARCH AND DEVELOPMENT CENTERS, WISCONSIN,

THE MAIN PURPOSE OF THIS STUDY WAS TO COMPARE THE CONCEPT ATTAINMENT BEHAVIOR EFFECTS OF (1) OPTIMAL AND MINIMAL INSTRUCTION, (2) TWO LEVELS OF MONETARY INCENTIVE, AND (3) HIGH AND LOW COMPETITION. EIGHTY COLLEGE STUDENTS WERE GIVEN TWO CONCEPT ATTAINMENT TASKS. ANALYSIS OF VARIANCE WAS USED TO TEST THE EFFECTS OF INSTRUCTIONS, MONETARY INCENTIVES, COMPETITION, SEQUENCE OF CONCEPTS, TYPE OF CONCEPT, ORDER OF CONCEPTS, AND TYPE OF ERROR. IT WAS CONCLUDED THAT THE EFFECT OF INSTRUCTIONS ON CONCEPT ATTAINMENT IS A FUNCTION OF THE TYPE OF INFORMATION PRESENTED. CONCEPT ATTAINMENT WAS DEFINITELY FACILITATED WHEN INFORMATION ABOUT THE NATURE OF CONCEPTS TO BE ATTAINED WAS PROVIDED STUDENTS BEFOREHAND. THE EFFECTS OF THE TWO LEVELS OF MONETARY INCENTIVE AND THE TWO LEVELS OF COMPETITION WERE

NOT SIGNIFICANTLY DIFFERENT. IN ADDITION, NEITHER THE CONCEPT TYPE USED IN THESE EXPERIMENTS NOR THE SEQUENCE OF THESE CONCEPTS HAD SIGNIFICANT EFFECTS. (GD)

ED 010 511 24
TEACHER BEHAVIORS AND EFFECTIVENESS OF REINFORCEMENT.
BY- BALDWIN, THELMA L. JOHNSON, THOMAS J.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-9 PUB DATE 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *MOTIVATION, *POSITIVE REINFORCEMENT, *STIMULUS BEHAVIOR, *TEACHER CHARACTERISTICS, INTERVIEWS, MADISON, RESEARCH AND DEVELOPMENT CENTERS, REWARDS, SECONDARY SCHOOL TEACHERS, TEACHER EVALUATION, TEACHING TECHNIQUES, WISCONSIN,

VARIATIONS IN THE PROPERTIES OF INSTRUCTIONAL REINFORCEMENT WERE STUDIED UNDER TWO ASPECTS OF TEACHER BEHAVIOR, PUNITIVENESS AND EXPERTISE, TO IDENTIFY TECHNIQUES FOR AFFECTING OPERANT RESPONSE RATE IN A VERBAL CONDITIONING SITUATION. PUNITIVENESS AND EXPERTISE WERE MANIPULATED BY USING PREARRANGED TAPE RECORDINGS OF A SIMULATED SOCIAL STUDIES CLASS. THESE RECORDINGS WERE PRESENTED TO 160 HIGH SCHOOL STUDENTS IN GROUPS OF FIVE. TWO STUDENTS FROM EACH GROUP (MALE) THEN PARTICIPATED IN INDIVIDUAL INTERVIEWS WITH THE TEACHER WHOSE CLASS THEY HAD HEARD. SOCIAL REINFORCEMENT WAS VARIED DURING THE INTERVIEWS. POSITIVE REINFORCEMENT WAS USED IN 75 PERCENT OF THE INTERVIEWS WHERE THE TEACHER SMILED AND NODDED HIS HEAD WHEN STUDENTS MADE CERTAIN RESPONSES. IN THE REMAINING INTERVIEWS, THE TEACHER REMAINED NEUTRAL TO ALL STUDENT RESPONSES. QUESTIONNAIRES WERE ADMINISTERED AFTER BOTH THE SIMULATED CLASSROOM SESSIONS AND INTERVIEWS TO ELICIT SPECIFIED STUDENT REACTIONS. THE MAJOR FINDINGS INDICATED THAT NONPUNITIVE TEACHERS ELICITED A HIGHER OPERANT RATE UNDER THE REINFORCEMENT CONDITION AND THAT PUNITIVE TEACHERS ELICITED A HIGHER OPERANT RATE UNDER THE NEUTRAL CONDITION. EXPERTISE PRODUCED NO SIGNIFICANT EFFECTS ON THE OPERANT RATE. THE OPERANT RESPONSE RATE WAS SIMPLY THE NUMBER OF FIRST PERSON PRONOUNS EMITTED BY THE INDIVIDUAL STUDENTS DURING THEIR INTERVIEWS. (JH)

ED 010 512 24
EFFECT OF INCENTIVE AND COMPLEXITY ON PERFORMANCE OF STUDENTS FROM TWO SOCIAL CLASS BACKGROUNDS ON A CONCEPT IDENTIFICATION TASK.
BY- FANG, MARCUS C.S.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-10 PUB DATE 66
REPORT NUMBER CRP-2850-TR-10
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *CONCEPT FORMATION, *MOTIVATION, *REWARDS, *SOCIOECONOMIC STATUS, *TASK PERFORMANCE, CONCEPT TEACHING, JUNIOR HIGH SCHOOL STUDENTS, MADISON, RESEARCH AND DEVELOPMENT CENTERS, SOCIAL CLASS, WISCONSIN,

THE EFFECTS OF INCENTIVE, SOCIAL CLASS, AND TASK COMPLEXITY ON PERFORMANCE IN A CONCEPT IDENTIFICATION TASK WERE INVESTIGATED. CONCEPT IDENTIFICATION PROBLEMS AT THREE LEVELS OF COMPLEXITY (ONE, TWO, OR THREE BITS OF RELEVANT INFORMATION) UNDER THREE INCENTIVE CONDITIONS (MONETARY INCENTIVE, SYMBOLIC INCENTIVE, OR NO-INCENTIVE CONTROL) WERE PRESENTED TO 180 JUNIOR HIGH SCHOOL STUDENTS FROM BOTH HIGH AND LOW SOCIOECONOMIC STATUS (SES) LEVELS. IT WAS FOUND THAT (1) THE HIGH SES SUBJECTS PERFORMED SIGNIFICANTLY BETTER THAN THE LOW SES SUBJECTS, (2) PERFORMANCE DECREASED AS TASK COMPLEXITY INCREASED FROM ONE TO TWO BITS OF RELEVANT INFORMATION, BUT NO FURTHER PERFORMANCE DECREASE WAS OBSERVED WHEN COMPLEXITY WAS INCREASED FROM TWO TO THREE BITS OF RELEVANT INFORMATION, AND (3) THERE WAS NO DIFFERENCE IN THE NUMBER OF CORRECT RESPONSES AMONG THE THREE INCENTIVE GROUPS. IN ADDITION, NO RELATIONSHIP WAS FOUND BETWEEN SES AND THE NATURE OF THE INCENTIVE USED. (GD)

ED 010 513 09
THE RELATIONSHIP OF SELECTED COGNITIVE ABILITIES TO CONCEPT ATTAINMENT AND INFORMATION PROCESSING.
BY- LENKE, ELMER A. AND OTHERS
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-11 PUB DATE OCT 66
REPORT NUMBER CRP-2850-TR-13
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *COGNITIVE ABILITY, *CONCEPT FORMATION, *INFORMATION PROCESSING, *LOGICAL THINKING, *PRODUCTIVE THINKING, *RESEARCH AND DEVELOPMENT CENTERS, COGNITIVE MEASUREMENT, COGNITIVE PROCESSES, MADISON, TASK PERFORMANCE, THOUGHT PROCESSES, VERBAL LEARNING, WISCONSIN,

FACTOR ANALYSIS WAS CONDUCTED ON SEVERAL COGNITIVE ABILITIES IN AN EFFORT TO RELATE THESE ABILITIES TO TASKS OF CONCEPT ATTAINMENT AND INFORMATION PROCESSING. THE ABILITIES UNDER CONSIDERATION WERE DESCRIBED AS GENERAL REASONING, VERBAL COMPREHENSION, INDUCTION, DEDUCTION, SPATIAL SCANNING, PERCEPTUAL SPEED, ROTE MEMORY, AND SPAN MEMORY. ABILITY AND TASK SCORES WERE OBTAINED FROM A SAMPLE OF 94 FEMALE COLLEGE STUDENTS ENROLLED IN EDUCATIONAL PSYCHOLOGY. INTERCORRELATIONS AND FACTOR ANALYSES WERE PERFORMED ON 34 TASK AND ABILITY VARIABLES. THREE ABILITIES (GENERAL REASONING, INDUCTION, AND VERBAL COMPREHENSION) WERE FOUND TO BE HIGHLY RELATED TO CONCEPT ATTAINMENT AND INFORMATION PROCESSING. THE CONCEPT ATTAINMENT AND INFORMATION PROCESSING TASKS WERE OBSERVED TO BE RELATIVELY DISTINCT, RATHER THAN UNITARY ACTIVITIES. (JH)

ED 010 514 24
AN EVALUATION OF THE INDUCTIVE AND DEDUCTIVE GROUP APPROACHES TO TEACHING SELECTED WORD ANALYSIS GENERALIZATIONS TO DISABLED READERS IN EIGHTH AND NINTH GRADES.
BY- BURMEISTER, LOU E.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-12 PUB DATE NOV 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *LEARNING PROCESSES, *PHONICS, *PRONUNCIATION INSTRUCTION, *READING INSTRUCTION, *STRUCTURAL ANALYSIS, ASSOCIATIVE LEARNING, COGNITIVE PROCESSES, GRADE 8, GRADE 9, LOGICAL THINKING, MADISON, READING RESEARCH, RESEARCH AND DEVELOPMENT CENTERS, TEACHING TECHNIQUES, WISCONSIN, WORD

RECOGNITION,

THE RELATIVE EFFECTIVENESS OF INDUCTIVE AND DEDUCTIVE APPROACHES TO THE INSTRUCTION OF WORD ANALYSIS TASKS WAS STUDIED. A NUMBER OF PHONIC AND STRUCTURAL ANALYSIS GENERALIZATIONS, APPLIED TO THE PRONUNCIATION OF WORDS ABOVE THE PRIMARY LEVEL IN DIFFICULTY, WERE PRESENTED TO EIGHTH- AND NINTH-GRADERS OF AVERAGE MENTAL ABILITY BUT WHO WERE WEAK IN WORD ANALYSIS. RESULTS INDICATED THAT BOTH EXPERIMENTAL GROUPS, INDUCTIVE AND DEDUCTIVE, DIFFERED ON TOTAL MEAN SCORES FROM A CONTROL GROUP. THE EXPERIMENTAL GROUPS WERE SUPERIOR IN ORAL READING BUT NOT IN SILENT READING. (GD)

ED 010 515 24
SECONDARY SCHOOL PUPILS' PERCEPTION OF THE PLANE SECTIONS OF SELECTED SOLID FIGURES.
BY- BOE, BARBARA L.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0216-TR-13 PUB DATE NOV 66
CONTRACT OEC-5-10-154
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *COGNITIVE MEASUREMENT, *CONCEPT FORMATION, *GEOMETRY, *PERCEPTION TESTS, *RESPONSE MODE, GRADE 10, GRADE 12, GRADE 8, MADISON, MATHEMATICAL CONCEPTS, MATHEMATICS INSTRUCTION, PERFORMANCE, PREDICTIVE VALIDITY, WISCONSIN,

TWO METHODS OF RESPONSE DESCRIBED BY PIAGET AND INHELDER FOR DRAWING APPROPRIATE BOUNDARIES AND SELECTING APPROPRIATE PREDRAWN BOUNDARIES FOR HYPOTHETICALLY CUT, SOLID GEOMETRIC FIGURES WERE INVESTIGATED TO SEE WHETHER SECONDARY SCHOOL STUDENTS COULD RESPOND APPROPRIATELY TO THE MATHEMATICAL TASKS. THE RESPONSES OF 8TH-, 10TH-, AND 12TH-GRADE STUDENTS TO 16 SECTIONING TASKS WERE IDENTIFIED AND EVALUATED. NONE OF THE 72 SUBJECTS DEMONSTRATED THE ABILITY TO DRAW AND IDENTIFY GEOMETRIC SECTIONS WITH CONSISTENT ACCURACY. PREDICTED APPROPRIATE RESPONSES DESCRIBED BY PIAGET AND INHELDER WERE NOT VALIDATED. (GD)

ED 010 516 24
TOWARD A BEHAVIORAL SCIENCE BASE FOR INSTRUCTIONAL DESIGN.
BY- GLASER, ROBERT
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-REPRINT-1
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *BEHAVIORAL SCIENCE RESEARCH, *EFFECTIVE TEACHING, *INSTRUCTIONAL DESIGN, *INSTRUCTIONAL INNOVATION, *PROGRAMED INSTRUCTION, EVALUATION, LEARNING PROCESSES, MEASUREMENT TECHNIQUES, PENNSYLVANIA, PITTSBURGH, PREDICTIVE MEASUREMENT, PRETESTING, TEACHING METHODS,

THE PROCESS OF EDUCATIONAL DESIGN, WHICH IS THE APPLICATION OF THE KNOWLEDGE AND METHODOLOGY OF BEHAVIORAL PSYCHOLOGY TO THE DESIGN OF THE TEACHING PROCESS AND EDUCATIONAL ENVIRONMENTS, IS PRESENTED, AND THE PROFESSIONAL SPECIALTY OF THE EDUCATIONAL DESIGNER IS DESCRIBED. THE PRESENTATION OF THE COMPONENTS OF THE EDUCATIONAL DESIGN PROCESS COMPRISE THE MAJOR SECTIONS OF THIS REPORT. THEY WERE (1) ANALYZING THE CHARACTERISTICS OF SUBJECT-MATTER COMPETENCE, (2) DIAGNOSING PREINSTRUCTIONAL BEHAVIOR, (3) CARRYING OUT THE INSTRUCTIONAL PROCESS, AND (4) MEASURING LEARNING OUTCOMES. THIS REPORT WAS PREPARED AS THE FINAL CHAPTER TO A VOLUME DEDICATED TO POINTING OUT SOME OF THE CONSIDERATIONS AND QUESTIONS INVOLVED IN DEVELOPING A BEHAVIORAL SCIENCE BASE FOR THE TEACHING PROCESS. (GD)

ED 010 517 24
A COMPARISON OF ITEM SELECTION TECHNIQUES FOR NORM-REFERENCED AND CRITERION-REFERENCED TESTS.
BY- COX, RICHARD C. VARGAS, JULIE S.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-REPRINT-7 PUB DATE FEB 66
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *DISCRIMINANT ANALYSIS, *INDIVIDUAL INSTRUCTION, *ITEM ANALYSIS, *TEST CONSTRUCTION, *TEST SELECTION, DIAGNOSTIC TESTS (EDUCATION), MEASUREMENT INSTRUMENTS, PENNSYLVANIA, PITTSBURGH, POST TESTING, PRETESTING, RESEARCH AND DEVELOPMENT CENTERS, TEST VALIDITY, TESTING,

AN INVESTIGATION WAS MADE TO DETERMINE TO WHAT EXTENT TWO METHODS OF ITEM ANALYSIS - NORM REFERENCED AND CRITERION REFERENCED - YIELD THE SAME RELATIVE EVALUATION OF TEST ITEMS. ITEMS WHICH DISCRIMINATED WELL BETWEEN STUDENTS SCORING HIGH AND LOW ON POST-TESTS WERE STUDIED TO SEE IF THEY ALSO DISCRIMINATED WELL BETWEEN PRETRAINING AND POST-TRAINING GROUPS. TWO SETS OF INDEXES WERE COMPUTED FOR THE ITEMS ON EACH OF TWO ARITHMETIC TESTS (ADDITION AND MULTIPLICATION), WHICH HAD BEEN GIVEN BOTH AS PRETESTS AND POST-TESTS IN AN INDIVIDUAL INSTRUCTION PROGRAM IN A PUBLIC ELEMENTARY SCHOOL. IT WAS FOUND THAT THE METHOD OF ITEM ANALYSIS ATTEMPTED IN THIS STUDY (PRETEST AND POST-TEST METHOD) SEEMS TO PRODUCE RESULTS SUFFICIENTLY DIFFERENT FROM TRADITIONAL METHODS TO WARRANT ITS CONSIDERATION WHEN CRITERION REFERENCED TESTS ARE DESIRED. TRADITIONAL ITEM ANALYSIS PROCEDURES WERE DEEMED APPROPRIATE IN THE SELECTION OF NORM REFERENCED MEASURES. (GD)

ED 010 518 24
VARIABLES IN "DISCOVERY LEARNING."
BY- GLASER, ROBERT
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-REPRINT-8 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *DISCOVERY PROCESSES, *INDUCTIVE METHODS, *INSTRUCTIONAL DESIGN, *LEARNING PROCESSES, *TEACHING METHODS, COGNITIVE PROCESSES, CURIOSITY, DISCOVERY LEARNING, LEARNING ACTIVITIES, LEARNING THEORIES, LOGIC, LOGICAL THINKING, MOTIVATION, PENNSYLVANIA, PITTSBURGH,

A PRESENTATION WAS MADE OF THE ANALYSIS OF BEHAVIOR THAT IS REQUIRED AS A FIRST STEP IN THE PROCESS OF DEVELOPING PROCEDURES AND MATERIALS FOR "DISCOVERY LEARNING." TEACHING BY THE DISCOVERY METHOD IS DESCRIBED AS REQUIRING THAT A MINIMUM OF STRUCTURED INSTRUCTIONAL SEQUENCE BE IMPOSED TO ALLOW THE CHILD TO (1) LEARN BY DISCOVERY AND (2) LEARN TO DISCOVER. THE KINDS OF SEQUENCES THAT COULD BE USED WERE GROUPED AS (1) INDUCTIVE SEQUENCES IN WHICH A RULE WOULD BE PRESENTED BEFORE THE EXAMPLES, AND (2) TRIAL-AND-ERROR LEARNING SEQUENCES WHICH WOULD REQUIRE THAT STUDENTS DISCOVER THINGS FOR THEMSELVES. THE INCOMPATIBILITY BETWEEN THIS

SELF-DISCOVERY PROCESS AND ERROR MINIMIZATION WAS ALSO DISCUSSED. CONCLUSIONS WERE—(1) "LEARNING-BY-DISCOVERY" APPEARS TO INVOLVE NOT ONLY THE PROPERTIES OF INDUCTION AND ERRORFUL LEARNING, BUT ALSO INTERACTIVE EFFECTS WITH TASK PROPERTIES, AND (2) INTERESTING LEADS FOR STUDYING "LEARNING-TO-DISCOVER" MAY BE FOUND IN OPERANT ANALYSIS, COGNITIVE SIMULATION, AND STUDIES OF EXPLORATORY DRIVE. (AL)

ED 010 519 24

THE PROGRAM FOR INDIVIDUALLY PRESCRIBED INSTRUCTION.
BY- GLASER, ROBERT
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-WP-2 PUB DATE FEB 66
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *INDIVIDUAL INSTRUCTION, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL INNOVATION, *LEARNING PROCESSES, ACADEMIC ACHIEVEMENT, ELEMENTARY EDUCATION, INDIVIDUAL DEVELOPMENT, INDIVIDUAL STUDY, INDIVIDUALIZED CURRICULUM, OAKLEAF PROJECT, PENNSYLVANIA, PITTSBURGH, PROGRAM DEVELOPMENT, RESEARCH AND DEVELOPMENT CENTERS, STUDENT PLACEMENT, UNITS OF STUDY (SUBJECT FIELDS),

PROGRESS DURING THE FIRST YEAR OF THE OAKLEAF PROJECT, AN INDIVIDUALIZED INSTRUCTIONAL PROGRAM FOR ELEMENTARY SCHOOL STUDENTS, WAS SUMMARIZED IN THIS INTERIM REPORT. THE OAKLAND ELEMENTARY SCHOOL IN SUBURBAN PITTSBURGH WAS USED AS THE PROJECT LABORATORY FOR PRODUCING A CURRICULUM IN AN EDUCATIONAL ENVIRONMENT WHICH WOULD BE RESPONSIVE TO INDIVIDUAL DIFFERENCES AMONG CHILDREN. SUBJECT-MATTER LEARNING WAS CONCENTRATED ON MATHEMATICS, READING, AND PRIMARY-GRADE SCIENCE. SELF-STUDY MATERIALS AND DIAGNOSTIC TESTS WERE DEVELOPED AND BUILT INTO THE INDIVIDUALIZED CURRICULUM. TEACHERS WERE RESPONSIBLE FOR WRITING PRESCRIPTIONS OF LEARNING EXPERIENCES REQUIRED FOR FULFILLING EACH STUDENT'S INDIVIDUAL NEEDS. TABLES IN THE CONCLUDING SECTION OF THE REPORT PROVIDE INDIVIDUAL STUDENT PROGRESS DATA DURING THE PROJECT'S FIRST YEAR. RELATED REPORTS ARE ED 010 205 THROUGH ED 010 211 AND ED 010 519 THROUGH ED 010 523. (JH)

ED 010 520 24

AN EXPLORATORY INVESTIGATION OF SELECTED MEASURES OF RATE OF LEARNING.
BY- LINDVALL, C.M. YEAGER, JOHN L.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-WP-3 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ACHIEVEMENT RATING, *INDIVIDUAL INSTRUCTION, *MEASUREMENT TECHNIQUES, *TIME FACTORS (LEARNING), CLASSROOM TECHNIQUES, COMPARATIVE ANALYSIS, INDIVIDUAL CHARACTERISTICS, INTELLIGENCE QUOTIENT, LEARNING THEORIES, MEASUREMENT, OAKLEAF PROJECT, PENNSYLVANIA, PITTSBURGH, RESEARCH AND DEVELOPMENT CENTERS, UNITS OF STUDY (SUBJECT FIELDS),

THREE MEASURES OF LEARNING RATE WERE EXPLORED--(1) NUMBER OF UNITS COMPLETED PER YEAR, (2) TIME TO COMPLETE GIVEN UNITS, AND (3) AMOUNT OF CONTENT MASTERED PER DAY. THE SUPPOSITION WAS THAT THESE MEASURES COULD BE USED TO PROVIDE ESTIMATES OF INDIVIDUAL PROGRESS IN THE ELEMENTARY CLASSROOM ENVIRONMENT. ONLY ONE OF THESE MEASURES (AMOUNT OF CONTENT MASTERED PER DAY) SHOWED MINOR DEGREES OF CONSISTENCY OVER DIFFERENT UNITS OF INSTRUCTION, AND FINDINGS OF THE STUDY SUGGESTED THAT LEARNING RATE WAS NOT A GENERAL CHARACTERISTIC OF THE LEARNER. IT WAS TENTATIVELY CONCLUDED THAT RATE OF LEARNING IS SPECIFIC TO THE LEARNING TASK AND IS NOT A GENERAL PARAMETER THAT APPLIES TO ALL LEARNING FACTORS. RELATED REPORTS ARE ED 010 205 THROUGH ED 010 211 AND ED 010 519 THROUGH ED 010 523. (GC)

ED 010 521 24

TRANSFER AND GENERALIZATION IN INDIVIDUALLY PRESCRIBED INSTRUCTION.
BY- LIPSON, JOSEPH
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-WP-5 PUB DATE FEB 66
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *INDIVIDUAL DIFFERENCES, *INSTRUCTIONAL DESIGN, *LEARNING PROCESSES, *RESEARCH AND DEVELOPMENT CENTERS, *SKILL DEVELOPMENT, *TRANSFER OF TRAINING, APTITUDE, ARITHMETIC, COGNITIVE MEASUREMENT, MATERIAL DEVELOPMENT, PENNSYLVANIA, PITTSBURGH, PRETESTING, SEQUENTIAL PROGRAMS, TASK PERFORMANCE,

THE PROBLEM OF THIS RESEARCH WAS TO STUDY THE EXTENT TO WHICH STUDENTS ARE ABLE TO GENERALIZE WHAT THEY LEARN IN ONE LESSON SO THAT THEY ACTUALLY GAIN COMMAND OF ABILITIES NOT SPECIFICALLY TAUGHT UNTIL SOME LATER LESSON. THE AUTHOR EXAMINED CONDITIONS UNDER WHICH A MASTERY SCORE ON A PRETEST IN ARITHMETIC COULD BE CONSIDERED A TRANSFER INSTANCE. DATA ON TRANSFER INSTANCES WERE COMPILED AND EXAMINED, AND THE USES OF THIS INFORMATION WERE DISCUSSED. IT WAS SUGGESTED THAT SUCH INFORMATION COULD BE USED IN THE FIELD OF INSTRUCTIONAL DESIGN, SPECIFICALLY, IN REVISING TEACHING OBJECTIVES AND MATERIALS TO PROMOTE GENERALIZATION AND TRANSFER ABILITIES. RELATED REPORTS ARE ED 010 205 THROUGH ED 010 211 AND ED 010 519 THROUGH ED 010 523. (GD)

ED 010 522 24

THE PROJECT FOR INDIVIDUALLY PRESCRIBED INSTRUCTION. THE OAKLEAF PROJECT.
BY- LINDVALL, C.M. BOLVIN, JOHN
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-WP-8 PUB DATE FEB 66
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *INDIVIDUAL INSTRUCTION, *INDIVIDUALIZED CURRICULUM, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL INNOVATION, *LEARNING PROCESSES, ELEMENTARY EDUCATION, INDIVIDUAL DEVELOPMENT, INDIVIDUAL STUDY, OAKLEAF PROJECT, PENNSYLVANIA, PITTSBURGH, PROGRAM DEVELOPMENT, RESEARCH AND DEVELOPMENT CENTERS, STUDENT PLACEMENT,

THE OAKLEAF PROJECT WAS A COOPERATIVE STUDY OF THE PROBLEMS INVOLVED IN MAKING PROVISION FOR INDIVIDUAL DIFFERENCES WITHIN THE CONTEXT OF REGULAR SCHOOL OPERATIONS. THE OAKLEAF ELEMENTARY SCHOOL IN SUBURBAN PITTSBURGH WAS USED AS A LABORATORY FOR THE DEVELOPMENT AND TRIAL OF A PROGRAM FOR INDIVIDUALLY PRESCRIBED INSTRUCTION (IPI). THE IPI PROCEDURE CONSISTED OF ANALYSES OF PUPIL PROGRESS AT CERTAIN

SEQUENTIAL STEPS IN LEARNING AND THE DEVELOPMENT OF PERSONAL PRESCRIPTIONS TO SPECIFY THE LEARNING EXPERIENCES REQUIRED TO MEET THE INDIVIDUAL NEEDS OF EACH STUDENT. STUDENTS PARTICIPATED IN THE IPI PROGRAM FOR LESS THAN ONE-HALF HOUR EACH SCHOOL DAY. DURING THE REST OF THE DAY, THE STUDENTS ENGAGED IN STUDY IN THE CONVENTIONAL MANNER. THREE BASIC CONTENT AREAS WERE USED WITH THE PROGRAM--READING, MATHEMATICS, AND SCIENCE. AT THE TIME OF THIS REPORT, THE STUDY EFFORT WAS STILL IN PROGRESS AND NO CONCLUSIONS WERE PRESENTED. POSSIBLE RESEARCH STUDIES TO BE UNDERTAKEN IN THE FUTURE AS PART OF THIS CONTINUING PROJECT WERE OUTLINED. RELATED REPORTS ARE ED 010 205 THROUGH ED 010 211 AND ED 010 519 THROUGH ED 010 523. (JH)

ED 010 523 24
A SELECTED BIBLIOGRAPHY ON SOCIO-CULTURALLY DISADVANTAGED CHILDREN AND YOUTH AND RELATED TOPICS.
BY- AURBACH, HERBERT A.
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER BR-5-0253-WP-10 PUB DATE APR 66
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *BIBLIOGRAPHIES, *CULTURALLY DISADVANTAGED, *EDUCATIONAL NEEDS, *SOCIALLY DISADVANTAGED, *STUDENT NEEDS, DELINQUENCY, DISADVANTAGED SCHOOLS, DISADVANTAGED YOUTH, ECONOMIC FACTORS, INTEGRATION STUDIES, OAKLEAF PROJECT, PENNSYLVANIA, PITTSBURGH, PSYCHOLOGICAL STUDIES, SOCIAL INFLUENCES, SUMMER WORKSHOPS,

THIS BIBLIOGRAPHY WAS COMPILED AND EDITED FOR USE IN A WORKSHOP ON MEETING SPECIAL EDUCATIONAL NEEDS OF SOCIALLY AND CULTURALLY DISADVANTAGED STUDENTS. SELECTED READINGS FROM THE BIBLIOGRAPHY WERE USED TO ACCOMPANY WORKSHOP ACTIVITIES. BESIDES LISTING SELECTED WORKS ON DISADVANTAGED YOUTH, THE BIBLIOGRAPHY PRESENTED REFERENCES ON SUCH TOPICS AS POVERTY, SCHOOLS, DELINQUENCY, INTEGRATION, SOCIOLOGY, AND PSYCHOLOGY. RELATED REPORTS ARE ED 010 205 THROUGH ED 010 213 AND ED 010 519 THROUGH ED 010 523. (GD)

ED 010 524 24
MANIPULATION PAD--PRELIMINARY REPORT ON A STUDENT-COMPUTER INTERFACE DEVICE FOR PROGRAMMED INSTRUCTION. .
BY- BALL, J.R. AND OTHERS
WESTINGHOUSE RESEARCH LABS., PITTSBURGH, PA.
REPORT NUMBER BR-5-0253-TR-4 PUB DATE APR 66
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *INFORMATION PROCESSING, *PROGRAMED INSTRUCTION, *RESEARCH AND DEVELOPMENT CENTERS, *SYSTEMS DEVELOPMENT, ELECTROMECHANICAL AIDS, FERROMAGNETIC OBJECT RECOGNITION MATRIX (FORM), IMPROVEMENT PROGRAMS, PENNSYLVANIA, PITTSBURGH, PROGRAMING,

AN INVESTIGATION WAS MADE OF SOME ENTIRELY NEW INPUT-OUTPUT DEVICES DESIGNED TO SOLVE SOME FUNCTIONAL AND ECONOMIC PROBLEMS THAT ARE PRESENT IN EXISTING COMPUTER-CONTROLLED INSTRUCTION EQUIPMENT. THREE FORMS OF MANIPULATION PAD WERE STUDIED. INFORMATION ABOUT SPECIALLY PREPARED OBJECTS PLACED ON THE FLAT SURFACE OF THE PAD WAS SUPPLIED TO A COMPUTER PERMITTING THE DETERMINATION OF THE NUMBER, SIZE, SHAPE, AND ORIENTATION OF THE OBJECTS WHICH CAN BE FREELY MANIPULATED BY A STUDENT. THE CONSTRUCTION OF A DEMONSTRATION MODEL OF THE FERROMAGNETIC OBJECT RECOGNITION MATRIX (FORM) MANIPULATION PAD WAS REPORTED IN DETAIL. PRELIMINARY RESULTS INDICATED THAT A SATISFACTORY MANIPULATION PAD FOR PROGRAMED INSTRUCTION HAD BEEN ACHIEVED WITH THE WORKING MODEL OF FORM. (AL)

ED 010 525 24
A COMPUTER ANALYSIS OF FICTIONAL PROSE STYLE.
BY- KROEBER, KARL
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-3067 PUB DATE OCT 66
REPORT NUMBER BR-5-0234
CONTRACT OEC-6-10-015
EDRS PRICE MF-$0.18 HC-$5.04 126P.

DESCRIPTORS- *DATA PROCESSING, *ENGLISH LITERATURE, *FICTION, *SYNTAX, *VOCABULARY, ANNE BRONTE, CHARLOTTE BRONTE, ELECTROMECHANICAL AIDS, EMILY BRONTE, GEORGE ELIOT, JANE AUSTEN, LANGUAGE PATTERNS, LINGUISTIC PATTERNS, LITERATURE PROGRAMS, MADISON, WISCONSIN, WRITING SKILLS,

FUNDAMENTAL CHARACTERISTICS OF FICTIONAL PROSE STYLE WERE STUDIED THROUGH SYSTEMATIC AND OBJECTIVE ANALYSES OF NOVELISTIC SYNTAX AND VOCABULARY. SAMPLE PASSAGES FROM THE MAJOR NOVELS OF JANE AUSTEN, THE BRONTE SISTERS, AND GEORGE ELIOT AS WELL AS NOVELS BY 13 OTHER AUTHORS WERE ANALYZED. INFORMATION ON PASSAGE SENTENCES, CLAUSES, AND WORDS WAS CODED AND TRANSFERED TO MAGNETIC TAPE. STATISTICAL TESTS WERE RUN ON THE DATA, AND FREQUENCIES OF SYNTACTIC PATTERNS AND VOCABULARY PREFERENCES WERE PRINTED OUT. THE PRIMARY CONCLUSIONS OF THE STUDY WERE--(1) IT IS NOT POSSIBLE TO DEFINE THE STYLE OF ANY NOVELIST THROUGH SIMPLE STATISTICAL ANALYSIS OF HIS GRAMMAR OR HIS WORD CHOICE, (2) NOVELISTIC STYLE CAN BE SATISFACTORILY IDENTIFIED ONLY IN TERMS OF MULTIPLE FACTORS, MANY OF WHICH GO BEYOND THE LEVEL OF SYNTAX AND VOCABULARY, AND (3) FURTHER SYSTEMATIC STUDY OF FICTIONAL PROSE STYLE SHOULD BE BASED ON AUTOMATED ANALYSIS OF TEXTS, AS THE HUMAN ANALYSIS OF TEXTS REQUIRES AN EXORBITANT AMOUNT OF TIME. (AL)

ED 010 526 56
PSYCHOLOGICAL AND EDUCATIONAL FACTORS IN TRANSFER OF TRAINING. SECTION I, FINAL REPORT.
BY- STOLUROW, LAWRENCE
ILLINOIS UNIV., URBANA
REPORT NUMBER NDEA-VIIA-C-1288-1 PUB DATE JUL 66
REPORT NUMBER BR-5-0230-1
CONTRACT OEC-4-20-002
EDRS PRICE MF-$0.45 HC-$12.68 317P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INFORMATION UTILIZATION, *PSYCHOEDUCATIONAL PROCESSES, *TAXONOMY, *TRANSFER OF TRAINING, BIBLIOGRAPHIES, DATA ANALYSIS, DATA COLLECTION, EDUCATIONAL PROBLEMS, ILLINOIS, URBANA,

DATA ABOUT TRANSFER OF TRAINING AS BOTH A PSYCHOLOGICAL AND AN EDUCATIONAL PROCESS WERE CONSOLIDATED AND EVALUATED. THIS DOCUMENT (SECTION I OF A FINAL REPORT) PROVIDES A SUMMARY OF APPROXIMATELY 1,700 ARTICLES IN THE LITERATURE UNDER THE AUTHOR'S TAXONOMIC SYSTEM WHICH IS UNDER DEVELOPMENT. THE PURPOSE OF THIS SUMMARY IS TO FACILITATE THE

PROCESS OF RELATING LABORATORY RESEARCH ON TRANSFER TO EDUCATIONAL PROBLEMS. ALSO SUMMARIZED WERE OVER 200 PRINCIPLES OF TRANSFER (REFERENCED TO A BIBLIOGRAPHY, ED 010 113), AS WELL AS STUDIES DONE AT THE UNIVERSITY OF ILLINOIS ON PROBLEMS OF TRANSFER OF TRAINING. THE BIBLIOGRAPHY REPRESENTED SECTION 2 OF THE REPORT. (GD)

ED 010 527 24
DEVELOPING SPECIALIZED PROGRAMS FOR SINGING IN THE ELEMENTARY SCHOOL. INTERIM REPORT.
BY- GOULD, A. OREN
WESTERN ILLINOIS UNIV., MACOMB
REPORT NUMBER CRP-3074(2541) PUB DATE 66
REPORT NUMBER BR-5-0241
CONTRACT OEC-6-10-016
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *CLASSROOM TECHNIQUES, *EARLY EXPERIENCE, *INSTRUCTIONAL MATERIALS, *MUSIC ACTIVITIES, *SINGING, ELEMENTARY EDUCATION, ILLINOIS, MACOMB, MUSIC EDUCATION, NATIONAL SURVEYS, OBSERVATION, PILOT PROJECTS, PROGRAM DEVELOPMENT, SPECIAL EDUCATION, TEACHING GUIDES,

THE DEVELOPMENT OF CLASSROOM TECHNIQUES AND MATERIALS TO HELP CHILDREN FIND AND LEARN TO USE THEIR SINGING VOICES WAS REPORTED. THE PROJECT WAS BASED ON THE BELIEF THAT FINDING AND USING HIS SINGING VOICE IS THE FIRST STEP A CHILD TAKES TOWARD SUCCESSFUL MUSICAL LEARNING IN THE ELEMENTARY SCHOOL. THE STUDY HAD THREE PHASES. PHASE 1 CONSISTED OF AN INTERNATIONAL SURVEY OF CHILDREN'S SINGING PROBLEMS, CONSULTATIONS WITH MUSIC EDUCATORS AND CLASSROOM TEACHERS, AND OBSERVATIONS OF CLASSROOM SINGING ACTIVITIES IN A VARIETY OF ELEMENTARY MUSIC CLASSROOMS. PHASE 2, IN PROGRESS AT THE TIME OF THIS REPORT, WAS DEVOTED TO PILOT STUDIES AND CASE STUDIES IN THE WESTERN ILLINOIS UNIVERSITY CAMPUS SCHOOL AND SEVERAL PUBLIC SCHOOLS. STUDY PROGRESS ON THE FOLLOWING TOPICS WAS REPORTED--(1) THE RELATIONSHIP OF CONTROL OF THE SPEAKING VOICE TO CONTROL OF THE SINGING VOICE, (2) THE IMPORTANCE OF PITCH ACUITY AND TONAL MEMORY IN LEARNING TO SING, AND (3) THE EFFECTIVENESS OF REMEDIAL TECHNIQUES AND MATERIALS IN HELPING CHILDREN PARTICIPATE SUCCESSFULLY IN SINGING ACTIVITIES. PLANS FOR A PHASE 3 EFFORT WERE DESCRIBED, CONSISTING OF CLASSROOM EXPERIMENTS IN PUBLIC SCHOOLS AND THE DEVELOPMENT OF A TEACHER'S HANDBOOK FOR ADAPTING THE FINDINGS OF THE STUDY TO CLASSROOM MUSIC ACTIVITIES. (GC)

ED 010 528 64
A SERIES OF MOTION PICTURE DOCUMENTS ON COMMUNICATION THEORY AND THE NEW EDUCATIONAL MEDIA. FINAL REPORT.
BY- WAGNER, ROBERT W.
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER NDEA-VIIB-131-A PUB DATE 66
REPORT NUMBER BR-5-0294
CONTRACT OEC-3-16-020
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *COMMUNICATION THEORY, *FILMS, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL TECHNOLOGY, *MANUALS, CATALOGS, COLLEGE INSTRUCTION, COLUMBUS, FILM PRODUCTION, INSTRUCTIONAL MATERIALS, OHIO, SOUND FILMS, TEACHING GUIDES, TEACHING METHODS,

A SERIES OF 40 FILMS WAS DEVELOPED FOR COLLEGE-LEVEL INSTRUCTION IN FOUR ASPECTS OF COMMUNICATION THEORY AND THE EDUCATIONAL MEDIA. THE TOPICS COVERED ARE--(1) THE INFORMATION EXPLOSION, (2) PROCESS OF COMMUNICATION, (3) PERCEPTION AND COMMUNICATION, AND (4) THE TEACHER AND TECHNOLOGY. THIS REPORT DESCRIBED THE CONCEPTS USED IN THE PRODUCTION OF THE FILM SERIES, SUGGESTED PATTERNS FOR USE OF THE SERIES, AND PROVIDED A BACKGROUND MONOGRAPH ON COMMUNICATION THEORY. THE REPORT WAS A FILM-USE MANUAL, INTENDED TO STIMULATE THINKING ABOUT HOW TO TEACH WITH MOTION PICTURES AS WELL AS HOW TO USE THE SPECIFIC FILMS IN THE IMMEDIATE SERIES. (JH)

ED 010 529 64
A NATIONAL DEMONSTRATION PROJECT UTILIZING TELEVISED MATERIALS FOR THE FORMAL EDUCATION OF CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN.
BY- MUKERJI, ROSE
GREATER WASHINGTON EDUCATIONAL TV ASSN, WASH.,D.C.
REPORT NUMBER NDEA-VIIB-565 PUB DATE AUG 66
REPORT NUMBER BR-5-0312
REPORT NUMBER PROJECT-6448
CONTRACT OEC-5-16-030
EDRS PRICE MF-$0.18 HC-$5.04 126P.

DESCRIPTORS- *COMPENSATORY EDUCATION, *EARLY EXPERIENCE, *EDUCATIONAL TELEVISION, *PRESCHOOL PROGRAMS, DISTRICT OF COLUMBIA, PRESCHOOL CURRICULUM, PRESCHOOL EDUCATION, PRESCHOOL LEARNING, ROUNDABOUT, TEACHER'S ROUNDABOUT, TELEVISION CURRICULUM, TELEVISION RESEARCH, TELEVISION TEACHERS, TELEVISION VIEWING,

DEVELOPMENT AND DEMONSTRATION OF TELEVISED EDUCATIONAL PROGRAMS FOR DISADVANTAGED PRESCHOOL CHILDREN AND THEIR TEACHERS WAS ACCOMPLISHED. A SERIES OF 56 CHILDREN'S PROGRAMS AND A SERIES OF 24 PROGRAMS FOR INSERVICE TEACHERS WERE DEVELOPED AND EVALUATED. THE PROGRAMS FOR CHILDREN, CALLED "ROUNDABOUT," PROVIDED EXPERIENCES AND GUIDED ACTIVITIES IN CREATIVE ARTS, SCIENCE, MATHEMATICS, SOCIAL STUDIES, AND SOCIAL RELATIONS. "TEACHER'S ROUNDABOUT," THE PROGRAMS FOR TEACHERS, INCLUDED PREVIEWS OF CHILDREN'S PROGRAMS, SUGGESTIONS FOR USING THE CHILDREN'S PROGRAMS, AND GENERAL INSERVICE TRAINING. THE FORM OF GATHERING EVALUATIVE DATA RELIED, PRIMARILY, ON AN EXTENSIVE MONITORING SYSTEM IN CLASSROOMS BEFORE, DURING, AND AFTER RECEPTION OF THE CHILDREN'S PROGRAMS. FEEDBACK PROVED EXTREMELY USEFUL IN IDENTIFYING VARIOUS STRENGTHS AND WEAKNESSES OF PILOT PROGRAMS AND IN PROVIDING GUIDANCE FOR FUTURE PROGRAMING. ONE PROMISING RESULT OF THE PROJECT WAS THE EXTENT TO WHICH THE TELEVISED PROGRAMS ELICITED INTERACTION AND CREATIVE RESPONSES FROM THE VIEWING CHILDREN, INCLUDING AESTHETIC, INTELLECTUAL, AND SOCIAL RESPONSES. IN ADDITION, THE USE OF CLOSEUPS AND MOVEMENT, WHETHER OF ANIMALS, PEOPLE, OR OBJECTS, SEEMED TO ELICIT INTENSIFIED INTEREST AND INVOLVEMENT ON THE PART OF THE VIEWERS. A TEACHER'S GUIDE WAS INCLUDED IN THE REPORT, CONSISTING OF (1) DESCRIPTIONS OF THE PROGRAMS AND (2) SUGGESTIONS FOR PRESCHOOL ACTIVITIES AFTER THE PROGRAMS ARE PRESENTED. (GC)

ED 010 530 24
INCENTIVE EFFECTS UPON ATTENTION IN CHILDREN'S DISCRIMINATION LEARNING. INTERIM REPORT.

BY- WITRYOL, SAM L. AND OTHERS
CONNECTICUT UNIV., STORRS
REPORT NUMBER CRP-2512 PUB DATE 1 JAN 67
REPORT NUMBER BR-5-0331
CONTRACT OEC-SAE-5-10-217
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *AROUSAL PATTERNS, *DISCRIMINANT ANALYSIS, *EDUCATIONAL STRATEGIES, *MOTIVATION TECHNIQUES, *STIMULUS BEHAVIOR, ATTENTION CONTROL, CONNECTICUT, GRADE 2, GRADE 4, GRADE 5, GRADE 6, LEARNING MOTIVATION, LEARNING PROCESSES, LOW MOTIVATION, MODELS, STIMULUS DEVICES, STORRS,

THE EXPERIMENTAL DESIGN OF THIS PROJECT WAS DEVELOPED TO TEST THE INFLUENCE OF INCENTIVE VALUES IN TWO-CHOICE, SIMULTANEOUS DISCRIMINATION LEARNING WITHIN THE FRAMEWORK OF AN ATTENTION THEORY (ZEAMAN AND HOUSE, 1963). FOLLOWING A 40-TRIAL TRAINING PROCEDURE IN WHICH HIGH AND LOW INCENTIVE VALUES WERE USED TO INFLUENCE STIMULUS DIMENSION PREFERENCES, 276 CHILDREN IN GRADES 2, 4, 5, AND 6 WERE TESTED ON AN 80-TRIAL, TWO-CHOICE DISCRIMINATION LEARNING TEST. THE ZEAMAN-HOUSE ATTENTION THEORY MODEL WAS USED WITH APPROPRIATE CONDITIONS FOR TESTING TO CONFIRM THE HYPOTHESIS THAT THE PROBABILITY OF OBSERVING A RELEVANT DIMENSION IN DISCRIMINATION LEARNING IS INCREASED MORE BY A HIGH INCENTIVE THAN BY A LOW INCENTIVE. THE HYPOTHESIS WAS CONFIRMED FOR MALES IN THE SECOND GRADE. EQUIVOCAL SUPPORT WAS FOUND FOR GIRLS AND FOR OLDER CHILDREN UNDER VARYING EXPERIMENTAL CONDITIONS. RESULTS SUGGESTED THAT DIFFERENTIAL INCENTIVE VALUES INFUENCE HOW QUICKLY LEARNING STARTS, RATHER THAN THE RATE OF LEARNING. (GD)

ED 010 531 24
A STUDY OF COGNITIVE DEVELOPMENT AND PERFORMANCE IN CHILDREN WITH NORMAL AND DEFECTIVE HEARING.
BY- TEMPLIN, MILDRED C.
MINNESOTA UNIV., MINNEAPOLIS, INST. OF CHILD DEV.
REPORT NUMBER CRP-387 PUB DATE 66
REPORT NUMBER BR-5-0493
EDRS PRICE MF-$0.45 HC-$12.24 306P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *DEAF CHILDREN, *DEAF RESEARCH, *LONGITUDINAL STUDIES, *PERFORMANCE FACTORS, *TASK PERFORMANCE, AURALLY HANDICAPPED, COGNITIVE TESTS, COMPARATIVE ANALYSIS, LANGUAGE DEVELOPMENT, MINNEAPOLIS, MINNESOTA,

A COMPARATIVE, LONGITUDINAL STUDY WAS CONDUCTED TO EXAMINE SPECIFIC PERFORMANCE CHARACTERISTICS OF DEAF AND NORMAL CHILDREN ON SELECTED COGNITIVE TASKS. THE SAMPLE, DISTRIBUTED INTO 3 AGE CATEGORIES, CONSISTED OF 72 NORMAL AND 60 DEAF CHILDREN. MEASURES WERE SELECTED TO ASSESS THE PERFORMANCE OF SUBJECTS (1) IN DIFFERENT AREAS OF COGNITION, (2) BY LANGUAGE AND NONLANGUAGE TECHNIQUES, (3) ON INFORMATION ACQUIRED INCIDENTALLY OR PROVIDED IN A TESTING SITUATION, AND (4) WITH MEASURES THAT WERE SUITABLE FOR ADMINISTRATION TO BOTH LEARNING AND DEAF SUBJECTS. CONSERVATION TASKS (PIAGET) WERE ADMINISTERED. SEVERAL VOCABULARY MEASURES FOR ASSESSING COMMON WORD USAGE AND UNDERSTANDING WERE ALSO ADMINISTERED. ALL TESTS WERE ADMINISTERED TO EACH AGE GROUP OF NORMAL CHILDREN. WHEN REQUIRED, TESTS OF NONLANGUAGE RESPONSES WERE ADMINISTERED TO THE DEAF SUBJECTS. SYSTEMATIC ANALYSES WERE EMPLOYED TO COMPARE LONGITUDINAL CHANGES, CROSS-SECTIONAL AGE DIFFERENCES, SEX DIFFERENCES, AND RESIDENT VERSUS DAY SCHOOL DIFFERENCES (APPLICABLE ONLY TO THE DEAF CHILDREN). FINDINGS OF THESE ANALYSES SUGGESTED THAT (1) DEAF SUBJECTS TEND TO SHOW LESS INCREMENTAL LEARNING THAN NORMAL SUBJECTS, (2) DEAF SUBJECTS TEND TO VARY MORE THAN NORMAL SUBJECTS ON THE LEVEL OF THEIR PERFORMANCES AMONG DIFFERENT TESTS, AND (3) THE PERFORMANCES OF DEAF SUBJECTS, AS THEIR AGES INCREASE, TEND MORE TO MATCH AND SOMETIMES SURPASS THE PERFORMANCES OF NORMAL SUBJECTS. FURTHER RESEARCH WAS RECOMMENDED TO STUDY THE ENVIRONMENTAL FACTORS WHICH RELATE TO COGNITIVE PERFORMANCES OF THE DEAF. (RS)

ED 010 532 08
A READING PROGRAM FOR MEXICAN-AMERICAN CHILDREN. FIRST INTERIM REPORT.
BY- AMSDEN, CONSTANCE
CALIFORNIA STATE COLLEGE AT LOS ANGELES
REPORT NUMBER BR-5-0559 PUB DATE OCT 66
REPORT NUMBER HRD-374
CONTRACT OEC-6-85-070
EDRS PRICE MF-$0.27 HC-$6.28 157P.

DESCRIPTORS- *BILINGUAL SCHOOLS, *MEXICAN AMERICANS, *READING ACHIEVEMENT, *SCHOOL COMMUNITY PROGRAMS, *SPEECH IMPROVEMENT, ACADEMIC ACHIEVEMENT, AUTOINSTRUCTIONAL METHODS, CALIFORNIA, CULTURAL AWARENESS, INDIVIDUALIZED PROGRAMS, LANGUAGE RESEARCH, LOS ANGELES, PARENT PARTICIPATION, SELF CONCEPT,

A PRELIMINARY DEVELOPMENTAL PROGRAM IN BEGINNING READING WAS ESTABLISHED FOR MEXICAN-AMERICAN CHILDREN IN AN EAST LOS ANGELES SCHOOL. THE PROGRAM WAS DESIGNED TO DEVELOP ORAL LANGUAGE SKILLS AND TO REINFORCE TRADITIONAL CULTURAL VALUES IN THE MEXICAN-AMERICAN COMMUNITY. BASELINE DATA WERE OBTAINED ON BOTH READING ACHIEVEMENT AND ORAL LANGUAGE DEVELOPMENT. IN ADDITION, INDEPENDENT STUDIES WERE UNDERTAKEN OF (1) THE SPANISH LANGUAGE PROFICIENCY OF THE CHILDREN AND (2) SPANISH INFLUENCE ON THE CHILDREN'S ORAL ENGLISH. A CONTINUING EMPHASIS ON PARENT PARTICIPATION, INDIVIDUALIZED INSTRUCTION, SELF-INSTRUCTION, AND CULTURAL AWARENESS WAS RECOMMENDED TO ASSURE THE CHILDREN'S ACADEMIC PROGRESS AND TO DEVELOP THEIR SENSES OF IDENTITY AND SELF-ESTEEM. (JH)

ED 010 533 24
AREA STUDIES IN THE NON-WESTERN WORLD. STUDENT READINGS AND TEACHER'S MANUAL.
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER BR-5-0655-D PUB DATE 65
REPORT NUMBER CRP-HS-041-D
EDRS PRICE MF-$0.45 HC-$13.00 325P.

DESCRIPTORS- *AREA STUDIES, *INSTRUCTIONAL MATERIALS, *SOCIAL STUDIES UNITS, *SOCIOCULTURAL PATTERNS, *TEACHING GUIDES, ABLE STUDENTS, BRAZIL, CHINA, COMMUNISM, CURRICULUM DEVELOPMENT, DEVELOPING NATIONS, FOREIGN CULTURE, GRADE 10, HISTORICAL REVIEWS, HISTORY, INDIA, INDUCTIVE METHODS, MATERIAL DEVELOPMENT, PENNSYLVANIA, PITTSBURGH, RACE RELATIONS, RACIAL SEGREGATION, SOUTH AFRICA,

INSTRUCTIONAL MATERIALS WERE PROVIDED FOR A ONE-SEMESTER GRADE 10 COURSE IN NONWESTERN SOCIAL STUDIES. THE READING

MATERIALS FOR STUDENTS AND THE TEACHER'S MANUAL WERE DEVELOPED AS PART OF AN INTEGRATED AND SEQUENTIAL 4-YEAR CURRICULUM FOR ABLE HIGH SCHOOL STUDENTS, AND WERE FIELD TESTED TWICE AND COMPLETLY REWRITTEN BEFORE BEING PUBLISHED. THE UNITS OF STUDY COVERED BY THE MATERIALS WERE (1) "APARTHEID IN THE REPUBLIC OF SOUTH AFRICA," (2) "ECONOMIC GROWTH IN INDIA," (3) "RACE RELATIONS IN BRAZIL," AND (4) "TOTALITARIANISM IN CHINA." THESE UNITS AND THEIR ACCOMPANYING TEACHING STRATEGIES WERE PREPARED FOR INDUCTIVE-TYPE INSTRUCTION. (RS)

ED 010 534 24
DEVELOPMENT OF EDUCATIONAL THEORY DERIVED FROM THREE EDUCATIONAL THEORY MODELS. FINAL REPORT.
BY- MACCIA, ELIZABETH S. AND OTHERS
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER BR-5-0638 PUB DATE DEC 66
REPORT NUMBER CRP-E-022
CONTRACT OEC-4-10-186
EDRS PRICE MF-$0.36 HC-$9.84 246P.

DESCRIPTORS- *EDUCATIONAL THEORIES, *INFORMATION THEORY, *MODELS, *SCHOOL SYSTEMS, *SET THEORY, *THEORIES, COLUMBUS, EDUCATIONAL PRINCIPLES, GRAPHS, OHIO,

THE CONCERN OF THIS STUDY WAS TO SET FORTH HYPOTHESES ABOUT HUMAN BEHAVIOR, HUMAN KNOWLEDGE, AND MATERIAL CHARACTERISTICS, AS FACTORS INVOLVED IN EDUCATION, AND THEN TO ESTABLISH WAYS FOR RELATING THE HYPOTHESES TO EMPIRICAL DATA. THE APPROACH TAKEN WAS TO INTERRELATE SET THEORY, INFORMATION THEORY, AND GRAPH THEORY WITH GENERAL SYSTEMS THEORY. USING THIS INTERRELATING PROCEDURE, THE INVESTIGATORS DEVELOPED A SYSTEM (THEORY MODEL) FOR RETRODUCING SCIENTIFIC EDUCATIONAL THEORY. (THEORY RETRODUCTION IS THE PROCESS OF ADDING CONTENT TO AN EXISTING THEORY MODEL TO FORM NEW THEORY.) THE NEWLY FORMED THEORY MODEL WAS THUS USED TO (1) DEFINE THE TERM "SCHOOL" IN THE LANGUAGE OF A SYSTEM, (2) USE THE DEFINED SYSTEM TO GIVE MEANING TO THEORETICAL "SCHOOL PROPERTIES," AND (3) RELATE THESE "PROPERTIES" (FORM HYPOTHESES ABOUT "SCHOOL") TO CONSTITUTE EDUCATIONAL THEORY. PROCEDURES FOR RELATING THE THEORY TO DATA WERE OUTLINED, AND A PROJECTION WAS MADE ON HOW THE THEORY COULD BE EMPIRICALLY EVALUATED. (JH)

ED 010 535 24
THE PROBLEMS OF UNDER ACHIEVEMENT AND LOW ACHIEVEMENT IN MATHEMATICS EDUCATION.
BY- SHALL, DWAIN E. AND OTHERS
FLORIDA UNIV., GAINESVILLE
REPORT NUMBER CRP-H-307 PUB DATE NOV 66
REPORT NUMBER BR-5-0694
CONTRACT OEC-6-10-145
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *LOW ACHIEVERS, *MATHEMATICS INSTRUCTION, *PROBLEM SOLVING, *REMEDIAL MATHEMATICS, *UNDERACHIEVERS, ABILITY IDENTIFICATION, ACADEMIC ACHIEVEMENT, CASE STUDIES (EDUCATION), DIAGNOSTIC TESTS (EDUCATION), ELEMENTARY SCHOOL STUDENTS, FLORIDA, GAINESVILLE, GRADE 4, GRADE 5, GRADE 6, MATHEMATICAL CONCEPTS, TEST CONSTRUCTION,

THE FACTORS RELATED TO UNDERACHIEVEMENT AND LOW ACHIEVEMENT IN MATHEMATICS LEARNING WERE STUDIED. USING AN INDIVIDUAL CLINICAL APPROACH, THE STUDY WAS CONDUCTED WITH TWO SAMPLE GROUPS, 12 UNDERACHIEVERS AND 11 LOW ACHIEVERS, IN GRADES 4-6. SCORES WERE OBTAINED ON CONCRETE, SEMICONCRETE, AND ABSTRACT REASONING LEVELS FOR THE MATHEMATICS EDUCATION AREAS OF LINEAR MEASUREMENT AND PLACE VALUE. ADDITIONAL EVALUATIVE DATA, BOTH OBJECTIVE AND SUBJECTIVE, WERE COLLECTED THROUGH INTENSIVE CASE STUDIES ON EACH STUDENT. NO CONSISTENT PATTERN WAS FOUND FOR EITHER GROUP IN ABILITIES TO FUNCTION ON THE THREE DIFFERENT LEVELS OF REASONING. SEVERAL DIFFERENCES, HOWEVER, WERE FOUND BETWEEN THE TWO GROUPS WHEN EVALUATIVE DATA ON THEIR HOME ENVIRONMENTS AND SOCIAL ADJUSTMENTS WERE COMPARED. PROJECT RECOMMENDATIONS WERE BASED ON THOSE DIFFERENCES--(1) LOW ACHIEVERS NEED TO BE EXPOSED TO COMPREHENSIVE COUNSELING AND REMEDIAL PROGRAMS BASED ON THEIR INDIVIDUAL LEVELS OF ABSTRACTIVE ABILITY, AND (2) UNDERACHIEVERS SHOULD PARTICIPATE IN SPECIAL PROGRAMS DESIGNED TO REDUCE ANXIETY TOWARD MATHEMATICS. (JH)

ED 010 536 64
EDUCATIONAL MEDIA (TV) FOR THE PRESCHOOL CHILD. FINAL REPORT.
BY- BECK, LESTER F.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIB-431 PUB DATE 31 DEC 65
REPORT NUMBER BR-5-0711
REPORT NUMBER R-43
GRANT OEG-4-16-011
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INSTRUCTIONAL AIDS, *MEDIA SPECIALISTS, *PRESCHOOL EDUCATION, *TEACHING METHODS, MASS MEDIA, MONMOUTH, OREGON, TELEVISED INSTRUCTION,

THE PHILOSOPHY AND CONTENT OF EIGHT EDUCATIONAL TV SERIES FOR PRESCHOOL CHILDREN WERE DESCRIBED BY THE PEOPLE WHO CREATED THEM. PHOTOGRAPHS ARE INCLUDED TO ILLUSTRATE THE USE OF EDUCATIONAL MEDIA - STILL PICTURES, FILMS, GRAPHIC AIDS, MODELS, PUPPETS, AND PICTURE BOOKS - IN ASSOCIATION WITH TELEVISION. THE PAPERS THAT MADE UP THIS REPORT INCLUDED SOME INDICATIONS OF THE DIRECTION THAT PRESCHOOL ETV MAY MOVE IN THE FUTURE. (AL)

ED 010 537 24
MOTIVATION AND ASPIRATION IN THE NEGRO COLLEGE.
BY- GURIN, PATRICIA KATZ, DANIEL
MICHIGAN UNIV., ANN ARBOR,SURVEY RESEARCH CENTER
REPORT NUMBER BR-5-0787 PUB DATE NOV 66
REPORT NUMBER CRP-2483
CONTRACT OEC-4-10-095
EDRS PRICE MF-$0.54 HC-$14.56 364P.

DESCRIPTORS- *ASPIRATION, *NEGRO INSTITUTIONS, *NEGRO STUDENTS, *OCCUPATIONAL CHOICE, *STUDENT MOTIVATION, ANN ARBOR, CAREER CHOICE, ENVIRONMENTAL INFLUENCES, FAMILY BACKGROUND, FAMILY INFLUENCE, INDIVIDUAL CHARACTERISTICS, MICHIGAN, SOUTHERN SCHOOLS, STUDENT ABILITY,

THE FACTORS WHICH INFLUENCE CAREER CHOICES AND ASPIRATIONS OF STUDENTS ATTENDING SELECTED NEGRO COLLEGES IN THE SOUTH WERE STUDIED. OF MAJOR CONCERN WERE THE WAYS WHICH THE STUDENTS' SOCIAL AND FAMILY BACKGROUNDS, MOTIVATIONAL CHARACTERISTICS, INVOLVEMENTS IN CIVIL RIGHTS, AND

EDUCATIONAL EXPERIENCES ENCOURAGE OR CONSTRAIN ALTERNATIVES IN MAKING CHOICES ABOUT THEIR FUTURES. THE INSTITUTIONS WERE SELECTED FOR PROVIDING WIDE DIVERSITIES IN PUBLIC-PRIVATE SPONSORSHIP, ACADEMIC STATUS, AND AMOUNT OF CONSTRAINT ON CIVIL RIGHTS ACTIVITIES. QUESTIONNAIRES WERE ADMINISTERED TO 4,000 STUDENTS AT 10 INSTITUTIONS. IN ADDITION, INTERVIEWS WERE CONDUCTED WITH 600 STUDENTS TO OBTAIN MORE INTENSIVE INFORMATION. DATA COLLECTED WERE ON SPECIFIC MEASURES OF OCCUPATIONAL ASPIRATION, CLASS BACKGROUND, FAMILY INFLUENCE, MOTIVATION, AND INSTITUTIONAL CHARACTERISTICS. THE RESULTS INDICATED THAT (1) ELEMENTARY AND SECONDARY TEACHING CAREERS WERE THE PREDOMINANT PROFESSIONAL CHOICE, (2) HIGH ACHIEVEMENT ORIENTATION AND SENSE OF PERSONAL CONTROL WERE POSITIVELY RELATED TO ASPIRATIONS FOR JOBS OF PRESTIGE, (3) REALISTIC ASPIRANTS (ABILITY MATCHED EQUALLY WITH LEVEL OF PERFORMANCE) WERE MORE LIKELY THAN UNDER- OR OVER-ASPIRANTS TO ATTRIBUTE THE FAILURE OF OTHER NEGROES TO PROBLEMS OF RACIAL DISCRIMINATION, AND (4) OVERALL DIFFERENCES EXISTED AMONG THE 10 SCHOOLS IN DEGREES OF STUDENT ASPIRATION. IMPLICATIONS WERE PRESENTED FOR EDUCATION, MOTIVATIONAL DYNAMICS (THE ROLE OF EXPECTANCIES AND VALUE-MOTIVE FACTORS), PERSONAL CONTROL DEVELOPMENT, EDUCATIONAL PROGRAMS, SUCCESS FEEDBACK, PROGRAMED MATERIALS, GRADES AND HONORS DISTRIBUTION, AND SCHOOL, TEACHER, AND STUDENT ROLES. (RS)

ED 010 538 56

AN APPLICATION OF THE PRINCIPLES OF PROGRAMED INSTRUCTION TO A TELEVISED COURSE IN COLLEGE ECONOMICS.

BY- MCINTYRE, CHARLES J. AND OTHERS

ILLINOIS UNIV., URBANA

REPORT NUMBER BR-5-0841 PUB DATE APR 66

REPORT NUMBER NDEA-VIIA-1217

GRANT OEG-7-23-1020-248

EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ECONOMICS, *INSTRUCTIONAL IMPROVEMENT, *PROGRAMED INSTRUCTION, *STUDENT ATTITUDES, COLLEGE INSTRUCTION, COMPARATIVE ANALYSIS, ILLINOIS, PROGRAM IMPROVEMENT, TELEVISED INSTRUCTION, URBANA,

TWO TECHNIQUES FOR REVISION OF INSTRUCTIONAL MATERIALS WERE STUDIED AND COMPARED--(1) THE USE OF SYSTEMATIC PROGRAMING PRINCIPLES AND (2) THE USE OF TRADITIONAL, MORE INTUITIVE, JUDGMENT PRINCIPLES. THESE TECHNIQUES WERE USED SEPARATELY TO REVISE A VIDEOTAPED COLLEGE LECTURE ON ECONOMICS. STUDENT SAMPLES WERE THEN USED TO EVALUATE THE TWO REVISIONS. PROGRAMED INSTRUCTION RESULTED IN BETTER STUDENT PERFORMANCE AND MORE FAVORABLE STUDENT ATTITUDES. (JH)

ED 010 539 56

THE EFFICACY OF VIDEOTAPES AND DIRECT OBSERVATION FOR TEACHING OBSERVATIONAL SKILLS.

BY- JENKINS, ESTHER C.

HAWAII UNIV., HONOLULU

REPORT NUMBER NDEA-VIIA-1280 PUB DATE 66

REPORT NUMBER BR-5-0886

GRANT OEG-7-21-0040-243

EDRS PRICE MF-$0.27 HC-$5.60 140P.

DESCRIPTORS- *METHODS RESEARCH, *OBSERVATION, *PRESERVICE EDUCATION, *SKILL DEVELOPMENT, *TEACHER EDUCATION, CLASSROOM TECHNIQUES, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, HAWAII, HONOLULU, PILOT PROJECTS, TELEVISION VIEWING,

A PILOT PROJECT FOR TEACHING OBSERVATIONAL SKILLS WAS CONDUCTED, USING FOUR PLANS OF OBSERVATION--DIRECT CLASSROOM OBSERVATION ("DO") ONLY, VIDEOTAPE TELEVIEWING ("TV") ONLY, "DO" FOLLOWED BY "TV," AND "TV" FOLLOWED BY "DO." COLLEGE STUDENTS ENROLLED IN A TEACHER EDUCATION COURSE WERE RANDOMLY ASSIGNED TO COMPARISON GROUPS, USING THE DIFFERENT OBSERVATIONAL METHODS, ALL STUDENTS WERE PRETESTED ON VARIOUS MEASURES. POST-TESTS WERE ADMINISTERED ON COMPLETION OF OBSERVATIONS. OF THE COMPARATIVE MEASURES USED, THE ONLY ONE WHICH IDENTIFIED ANY SIGNIFICANT GROUP DIFFERENCES WAS THE COMPARISON OF STUDENT OBSERVER REACTIONS WITH CHILDREN'S RESPONSES TO SOCIOGRAMS. THIS COMPARISON SHOWED THAT THE SEQUENCE OF "DO" FOLLOWED BY "TV" PRODUCED MORE AGREEMENT BETWEEN THE STUDENT OBSERVERS AND THE OBSERVED CHILDREN THAN DID "TV" FOLLOWED BY "DO." STUDENT EVALUATIONS INDICATED THAT MOST STUDENTS PREFERRED THAT TYPE OF OBSERVATION AND OBSERVATIONAL SEQUENCE WHICH THEY INDIVIDUALLY EXPERIENCED. (RS)

ED 010 540 56

THE INTERACTION OF WORDS AND GRAPHIC SYMBOLS, INVESTIGATED VIA A PROGRAMED SEQUENCE OF CONCEPT FORMATION EXPERIENCES RELATED TO VECTOR SPACES.

BY- SMITH, H. DANIEL BOLYARD, A. JOYCE

EARLHAM COLL., RICHMOND, IND.

REPORT NUMBER BR-5-0888 PUB DATE 65

REPORT NUMBER NDEA-VIIA-1284

GRANT OEG-7-24-0090-250

EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *CONCEPT FORMATION, *NONVERBAL LEARNING, *PROGRAMED INSTRUCTION, *PROGRAMED UNITS, *SEQUENTIAL APPROACH, COMPARATIVE ANALYSIS, GRADE 5, GRADE 6, INDIANA, LEARNING ACTIVITIES, RICHMOND, TASK PERFORMANCE,

A SEQUENCE OF LEARNING TASKS WHICH USED NONVERBAL STIMULI TO INTRODUCE CONCEPTS OF VECTOR SPACES WAS CONSTRUCTED. THE SAMPLE WAS 20 CHILDREN FROM GRADES 5 AND 6 WHO WERE MATCHED ON THE BASES OF INTELLIGENCE, READING, AND ARITHMETIC ACHIEVEMENT. EACH STAGE OF THE PROGRAMED SEQUENCE WAS PRESENTED TO EACH SUBJECT AS A CONCEPT-FORMATION PROBLEM. FOLLOWING EACH LEARNING TASK, THE SUBJECT DREW HIS ANSWER IN A SIMILAR FRAME. THE FIVE SEQUENCES AVERAGED 11 STAGES EACH. THE TOPICS TREATED WERE VECTORS AS OPERATORS, VECTOR ADDITION, SCALAR MULTIPLES, COMMUTATIVITY, AND ASSOCIATIVELY OF VECTORS. DATA RECORDED FOR EACH STAGE WERE--(1) NUMBER OF EXEMPLARS TO CRITERION (TWO CORRECT RESPONSES), (2) MEAN TIME PER RESPONSE, AND (3) MEAN ACCURACY OF RESPONSE. CONCLUSIONS WERE THAT (1) COMPARATIVE PENETRATIONS (TRIALS TO CRITERION) ON THE FIRST 3 STAGES SHOWED VERBAL TASKS WERE LOWER, (2) NONVERBAL TASKS REQUIRED FEWER TRIALS TO CRITERION, AND (3) VERBAL STIMULI WERE REGARDED AS HIGHLY REDUNDANT IN RELEVANT DIMENSIONS FROM CONTROLLING RESPONSES. FURTHER INDICATIONS WERE THAT NONVERBAL SEQUENCES COULD BE EMPLOYED IN TEACHING CERTAIN CONCEPTS. EVALUATION OF THE RESULTS BY THE CRITERIA OF TRIALS-TO-TIME, TIME, AND ACCURACY FAVORED USE OF THE NONVERBAL SEQUENCES. (RS)

ED 010 541 64
THE USE AND DEVELOPMENT OF PROGRAMED MATERIALS AND MEDIA IN PRIVATE LIBERAL ARTS COLLEGES.
BY- DEHAAN, ROBERT F.
GREAT LAKES COLL. ASSN., DETROIT, MICH.
REPORT NUMBER NDEA-VIIB-365 PUB DATE 30 JUN 66
HOPE COLLEGE, HOLLAND, MICH.
REPORT NUMBER BR-5-0988
CONTRACT OEC-3-16-041
EDRS PRICE MF-$0.54 HC-$14.88 372P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *COOPERATIVE PROGRAMS, *LIBERAL ARTS, *MATERIAL DEVELOPMENT, *PROGRAMED INSTRUCTION, DETROIT, HOLLAND, MICHIGAN, PROGRAM EVALUATION,

THE DEVELOPMENT AND EVALUATION OF PROGRAMED INSTRUCTIONAL MATERIALS FOR USE IN PRIVATE LIBERAL ARTS COLLEGES WERE REPORTED. MEMBER COLLEGES OF THE GREAT LAKES COLLEGES ASSOCIATION (GLCA) PARTICIPATED IN THE (1) IDENTIFICATION OF AREAS WHERE PROGRAMED INSTRUCTION MIGHT BE APPLIED, (2) REVIEW OF EXISTING COMMERCIAL PROGRAMS, (3) DEVELOPMENT OF NEW MATERIALS, (4) PROMOTION OF BASIC RESEARCH IN INSTRUCTIONAL PROGRAMING, AND (5) EVALUATION AND COMPARISON OF THE NEW MATERIALS AND METHODS OF DEVELOPMENT. THE RESULTS INDICATED THAT THE PROJECT DEMONSTRATED THE VALUE OF HAVING AN ASSOCIATION OF COLLEGES PREPARE AND EVALUATE JOINT PROGRAMS. IN ITS 3 YEARS OF OPERATION, THIS PROJECT DEVELOPED 36 PROGRAMS. FROM THESE, FIVE PROGRAMS WERE SELECTED AND SUBJECTED TO INTENSIVE EVALUATION UNDER A VARIETY OF TEACHING CONDITIONS. SUBJECT AREAS OF THE PROGRAMS EVALUATED WERE POETRY, LOGIC, BIOCHEMISTRY, RELIGION, AND POLITICAL SCIENCE. (RS)

ED 010 542 64
THE UNIVERSITY FACULTY AND INNOVATION--THEORY, A RESEARCH CASE HISTORY (TELEVISION), IMPLICATIONS. A SOCIAL PSYCHOLOGICAL ANALYSIS IN DEPTH.
BY- EVANS, RICHARD I. LEPPMANN, PETER K.
HOUSTON RESEARCH INST. INC., TEXAS
REPORT NUMBER BR-5-0992 PUB DATE 65
HOUSTON UNIV., TEXAS
REPORT NUMBER NDEA-VIIB-423
CONTRACT OEC-4-16-028
EDRS PRICE MF-$0.54 HC-$14.88 372P.

DESCRIPTORS- *CHANGING ATTITUDES, *FACULTY, *HIGHER EDUCATION, *INDIVIDUAL CHARACTERISTICS, *INNOVATION, *INSTRUCTIONAL TELEVISION, CASE STUDIES (EDUCATION), EDUCATIONAL PLANNING, EDUCATIONAL THEORIES, HOUSTON, TEXAS,

CHARACTERISTICS ASSOCIATED WITH INNOVATIONS IN HIGHER EDUCATION WERE PRESENTED. A CASE STUDY WAS CONDUCTED AT AN ACADEMIC COMMUNITY TO DETERMINE FACULTY RESPONSE TO INSTRUCTIONAL TELEVISION (ITV). AN ASSESSMENT WAS MADE OF (1) THE DEGREE OF SYMPATHY AND ANTIPATHY EXPRESSED TOWARD THE INNOVATION, (2) THE "GENERAL BELIEF SYSTEM" AND "PERSONALITY ORGANIZATION" OF FACULTY MEMBERS, AND (3) ATTITUDES TOWARDS CHANGE. PRELIMINARY DATA WERE ALSO OBTAINED FROM NINE OTHER UNIVERSITIES ON OTHER INNOVATIONS TO DETERMINE THE DEGREE TO WHICH THE RESULTS OBTAINED FROM THE CASE STUDY COULD BE GENERALIZED. TOPICS DISCUSSED IN THE REPORT INCLUDED (1) REVIEW OF INNOVATION THEORIES, (2) THE RESEARCH CASE HISTORY, (3) GENERAL ATTITUDES OF THE FACULTY, (4) SPECIFIC ATTITUDES TOWARD ITV, (5) THE PRO- AND ANTI-ITV PROFESSOR, (6) STUDY OF ATTITUDE CHANGE, AND (7) GENERALIZABILITY OF RESULTS. INDICATIONS WERE MADE OF THE ROLE OF THE STUDY IN STIMULATING FURTHER RESEARCH INTO THE NATURE OF CHANGE PROCESSES IN THE ACADEMIC COMMUNITY. (RS)

ED 010 543 64
EDUCATIONAL COMMUNICATIONS SYSTEM--PHASE III.
BY- WITHERSPOON, JOHN P. AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-450-A PUB DATE OCT 66
REPORT NUMBER BR-5-0995
CONTRACT OEC-5-16-014
EDRS PRICE MF-$0.45 HC-$12.20 305P.

DESCRIPTORS- *COMMUNICATIONS, *HIGHER EDUCATION, *INFORMATION SYSTEMS, *INTERSCHOOL COMMUNICATION, *MODELS, COOPERATIVE PROGRAMS, DEMONSTRATION PROGRAMS, DISTRICT OF COLUMBIA, EDUCATIONAL RESOURCES, ELECTRONIC EQUIPMENT, INFORMATION DISSEMINATION, SYSTEMS DEVELOPMENT,

MULTIPURPOSE COMMUNICATIONS SYSTEM MODELS WERE DEVELOPED FOR APPLICATION TO HIGHER EDUCATION. THREE MODEL SYSTEMS - INTRASTATE, INTERSTATE, AND EDUCATIONAL RESOURCES - WERE DESIGNED. THESE SYSTEM DESIGNS WERE ESTABLISHED FOR EASY EVALUATION AND MAXIMUM FLEXIBILITY, WITH A MINIMUM OF PRESET AUTOMATIC EQUIPMENT. TWO ALTERNATIVE TRANSMISSION SYSTEMS WERE PRESENTED--(1) ONE BASED ON THE TELPAK TARIFF OF TELEPHONE COMPANIES, PROVIDING A NARROW-BAND SERVICE, AND (2) ONE BASED ON MULTIPURPOSE BROADBAND MICROWAVE TRANSMISSION. PLANS FOR EXPERIMENTAL OPERATION AND EVALUATION OF THE THREE MODELS IN A FOLLOWUP PHASE WERE INDICATED. RELATED INFORMATION MAY BE FOUND IN ED 003 165. (RS)

ED 010 544 64
COMPUTERS AND UNIVERSITIES. (A WORKSHOP CONFERENCE PRESENTED BY THE UNIVERSITY OF CALIFORNIA, IRVINE, WITH THE COOPERATION OF THE UNIVERSITY OF MICHIGAN, NEWPORT BEACH, NOVEMBER 8-12, 1965.)
BY- GERARD, R.W. MILLER, JAMES G.
CALIFORNIA UNIV., IRVINE
REPORT NUMBER NDEA-VIIB-510 PUB DATE 27 JAN 67
MICHIGAN UNIV., ANN ARBOR,MENTAL HEALTH RES. INST.
REPORT NUMBER BR-5-0997
CONTRACT OEC-5-16-022
EDRS PRICE MF-$0.81 HC-$20.16 504P.

DESCRIPTORS- *COMPUTERS, *CONFERENCES, *EDUCATIONAL PLANNING, *UNIVERSITIES, ADMINISTRATION, CALIFORNIA, COMPUTER ASSISTED INSTRUCTION, INFORMATION STORAGE, INFORMATION UTILIZATION, IRVINE, LIBRARY SERVICES, WORKSHOPS,

THE COMPLETE TRANSCRIPTION OF A 5-DAY WORKSHOP CONFERENCE ON COMPUTERS AND UNIVERSITIES WAS PRESENTED. THE PARTICIPANTS CONSISTED OF 54 REPRESENTATIVES FROM UNIVERSITIES AND COMPUTER-ASSOCIATED AGENCIES AND CORPORATIONS. TOPICS LISTED ON THE CONFERENCE AGENDA WERE (1) "COMPUTER-ASSISTED INSTRUCTION, LEARNING ASPECTS," (2) "COMPUTER-ASSISTED INSTRUCTION, TECHNICAL ASPECTS," (3) "LIBRARY HANDLING BOOKS AND THEIR CONTENTS," (4) "COMPUTER-ASSISTED INSTRUCTION, LIBRARY, STORED INFORMATION,"

(5) "ADMINISTRATION, INTEGRATED RECORDS AND PROCEDURES," (6) "ADMINISTRATION, TOP LEVEL INFORMATION FLOW," AND (7) "REGIONAL AND NATIONAL NETWORKS." (RS)

ED 010 545 64

PATTERNS OF EDUCATIONAL USE OF A TELEVISED PUBLIC AFFAIRS PROGRAM. A STUDY OF METROPOLIS--CREATOR OR DESTROYER.

BY- MILLER, HARRY L.

NEW YORK UNIV.

REPORT NUMBER NDEA-VIIB-524 PUB DATE 66

REPORT NUMBER BR-5-0998

CONTRACT OEC-5-16-039

EDRS PRICE MF-$0.27 HC-$7.92 198P.

DESCRIPTORS- *ACTION PROGRAMS (COMMUNITY), *EDUCATIONAL TELEVISION, *INFORMATION UTILIZATION, *NATIONAL SURVEYS, *URBAN EDUCATION, ADULT PROGRAMS, COMMUNITY PROBLEMS, COMMUNITY PROGRAMS, NEW YORK, NEW YORK CITY, PROGRAM EVALUATION, SOCIAL CHARACTERISTICS, URBAN CULTURE, URBAN ENVIRONMENT,

A NATIONAL SURVEY WITH A CASE STUDY APPROACH WAS UNDERTAKEN TO DETERMINE THE EDUCATIONAL OUTCOMES OF BROADCASTING A PUBLIC AFFAIRS, EDUCATIONAL TELEVISION (ETV) PROGRAM. THIS ETV PROGRAM, A SERIES OF FILMS AND SUPPLEMENTARY MATERIALS ON THE PROBLEMS, DILEMMAS, AND PROMISE OF MODERN URBAN LIFE, WAS DESIGNED AND TELEVISED IN AN EFFORT TO IMPROVE UNDERSTANDING OF URBAN PROBLEMS AMONG EDUCATORS AND TO STIMULATE THE DEVELOPMENT OF INNOVATIVE URBAN EDUCATION PROJECTS FOR ADULTS. THROUGH STANDARD SURVEY TECHNIQUES (CORRESPONDENCE, INTERVIEWS, AND ON-SITE CASE STUDIES IN OVER 80 CITIES), IT WAS FOUND THAT THE ETV PROGRAM STIMULATED WIDE-SCALE EDUCATIONAL PROGRAMING. THE PROGRAM'S REAL POTENTIAL WAS REALIZED IN 46 CITIES WHERE ATTEMPTS WERE MADE TO ESTABLISH COMMUNITY DEVELOPMENT AND PLANNING PROJECTS BASED ON THE ETV PROGRAM. AMONG THE 10 LARGEST CITIES IN THE UNITED STATES, ONLY NEW YORK AND LOS ANGELES WERE INCLUDED IN THIS GROUP. A SIGNIFICANT AND UNUSUAL FINDING OF THE SURVEY WAS THAT THE ETV PROGRAM MADE ITS GREATEST EDUCATIONAL APPEAL TO SMALL OR MEDIUM-SIZED CITIES, THOUGH THE CONCENTRATION OF THE PROGRAM WAS ON BIG-CITY ISSUES AND IMAGES. (JH)

ED 010 546 64

SOUTHERN CALIFORNIA AUTOMATED CATALOGING PROJECT. FINAL REPORT.

BY- MCMURRY, GLENN

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

REPORT NUMBER NDEA-VIIB-376 PUB DATE OCT 66

REPORT NUMBER BR-5-1016

CONTRACT OEC-4-16-031

EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *CATALOGING, *INFORMATION RETRIEVAL, *INFORMATION STORAGE, *INSTRUCTIONAL MATERIALS, *SYSTEMS DEVELOPMENT, AUDIOVISUAL AIDS, AUTOMATION, CALIFORNIA, COMPUTER PROGRAMS, FILMS, INFORMATION DISSEMINATION, LOS ANGELES, RESOURCE GUIDES,

THE FEASIBILITY OF ESTABLISHING A CENTER FOR PREPARING INSTRUCTIONAL MATERIALS CATALOGS FOR ORGANIZATIONS IN EIGHT COUNTIES OF SOUTHERN CALIFORNIA WAS STUDIED. TO DETERMINE THE PROBLEMS AND COSTS INVOLVED, STANDARDS WERE DEVELOPED FOR INPUT OF MATERIAL THAT COULD BE USED IN A COMPUTER, PAGE LAYOUTS FOR A CATALOG WERE DESIGNED, A NUMBER OF CATALOGS WERE CONVERTED FOR COMPUTER PRINTOUT, AND THE CATALOGS WERE REPRODUCED AND DISTRIBUTED. RESULTS OF THE STUDY INDICATE THAT THE ESTABLISHMENT OF A CATALOG CENTER IS FEASIBLE. THE CONCLUSIONS DRAWN WERE THAT THE SYSTEM COULD BE USED ON A NATIONWIDE BASIS AND OTHER CENTERS SHOULD ALSO BE ESTABLISHED FOR PREPARATION OF INSTRUCTIONAL MATERIALS CATALOGS AND FOR PREPARATION OF LOCAL LIBRARY CATALOGS. THE REPORT INCLUDES FLOWCHARTS FOR UPDATING MASTER FILES AND FOR COMPUTER PRINT PROCEDURE. A PERT DIAGRAM ILLUSTRATES THE COMPLETE CATALOG PRODUCTION PROCESS. (AL)

ED 010 547 48

TAGMEMIC AND MATRIX LINGUISTICS APPLIED TO SELECTED AFRICAN LANGUAGES. FINAL REPORT.

BY- PIKE, KENNETH L.

MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER BR-5-1301 PUB DATE NOV 66

CONTRACT OEC-5-14-065

EDRS PRICE MF-$0.45 HC-$11.88 297P.

DESCRIPTORS- *AFRICAN LANGUAGES, *GRAMMAR, *LANGUAGE PATTERNS, *LINGUISTIC PATTERNS, *STRUCTURAL ANALYSIS, ANN ARBOR, LANGUAGE RESEARCH, LINGUISTICS, MICHIGAN, PHONOLOGY, TABLES (DATA),

THE APPLICATION OF TAGMEMIC AND MATRIX TECHNIQUES TO SOME PROBLEMS IN AFRICAN DESCRIPTIVE LINGUISTICS, AND THE ILLUSTRATION OF THIS APPLICATION WITH DATA SOURCES (RESTATED IN TAGMEMIC TERMS) WERE PRESENTED. (TAGMEMIC AND MATRIX TECHNIQUES REFER, RESPECTIVELY, TO THE STUDY OF (1) ONE-WORD OR MULTIWORD GRAMMAR UNITS AND THE FUNCTIONS OF THESE UNITS WITHIN SENTENCE CONSTRUCTION AND (2) LANGUAGE ELEMENTS WITHIN SENTENCE STRUCTURES BY USING TABULAR RELATIONSHIPS.) PROJECT STUDIES CENTERED ON 18 NIGER-CONGO WEST AFRICAN LANGUAGES, COVERING THE SUBJECTS OF CLAUSES, CLAUSE CLUSTERS IN SENTENCES, SENTENCE CLUSTERS IN PARAGRAPHS (NARRATIVE AND DISCOURSE), NOUNS AND NOUN PHRASES, VERBS, PHONOLOGY, AND PEDAGOGICAL PLANNING. PAPERS WERE INCLUDED IN THE REPORT ON THE MBEMBE CLAUSE SYSTEM, SERIAL CONSTRUCTIONS IN KASEM, INDEPENDENT CLAUSES OF DEGEMA, GRAMMATICAL PROSODIES, NOMINAL AND VERBAL GROUP MATRICES FOR KASEM, NOUNS OF ETUNG, VERB STRUCTURES IN ETUNG, PARALINGUISTICS IN MBEMBE, AND PHONOLOGICAL DATA OF AGBO. (GC)

ED 010 548 24

USE OF NEW AUDIO-VISUAL TECHNIQUES TO TEACH MENTALLY-RETARDED CHILDREN.

BY- ROSS, DOROTHEA M.

STANFORD UNIV., CALIF., SCHOOL OF MEDICINE

REPORT NUMBER BR-5-8038 PUB DATE 65

REPORT NUMBER CRP-S-273

EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *EDUCABLE MENTALLY HANDICAPPED, *INSTRUCTIONAL FILMS, *PEER RELATIONSHIP, *PERSONAL VALUES, CALIFORNIA, CHILD DEVELOPMENT, INCIDENTAL LEARNING, LEARNING ACTIVITIES, MENTAL RETARDATION, MODELS, SIMULATION ASSOCIATIVE LEARNING, SOCIAL VALUES, STANFORD, TEACHING METHODS,

DEPENDENCY LEARNING, THE ACQUISITION AND DEVELOPMENT OF PERSONAL INTERRELATIONSHIP VALUES, WAS STUDIED AS A TECHNIQUE FOR FOSTERING AUDIOVISUAL ACADEMIC LEARNING AMONG 54 YOUNG, EDUCABLE MENTAL RETARDATES. SOME OF THESE SUBJECTS WERE TAUGHT TO VALUE SIMULATED DEPENDENCY MODELS. THESE MODELS WERE CONSISTENTLY PAIRED WITH SUCH REWARDING STIMULI AS GAMES, TOYS, AND EDIBLES. AFTER SEVERAL WEEKS OF ACQUIRING DEPENDENCY WITH THE MODELS, THESE CHILDREN AND OTHER SUBJECTS, HAVING NO EXPOSURE TO THE MODELS, WERE SHOWN A SERIES OF AUDIOVISUAL PRESENTATIONS IN WHICH A MODEL FIGURE PERFORMED NOVEL RESPONSES. MEASURES OF THE EXTENT TO WHICH THE SUBJECTS LEARNED THESE RESPONSES WERE MADE IMMEDIATELY FOLLOWING THE AUDIOVISIUAL PRESENTATIONS, AND 1 WEEK LATER. STATISTICAL COMPARISONS WERE MADE OF THE LEARNING AND RETENTION SCORES WHEN TASKS WERE PRESENTED (1) BY A VALUED MODEL VERSUS AN UNFAMILIAR MODEL, (2) IN INDIVIDUAL VERSUS GROUP SETTINGS, (3) UNDER INTENTIONAL VERSUS INCIDENTAL LEARNING CONDITIONS, AND (4) BY A TEACHER VERSUS A VALUED MODEL. RESULTS INDICATED THAT SUBJECTS WHO VALUED THE FILM MODEL PERFORMED BETTER THAN SUBJECTS WHO WERE EXPOSED TO AN UNFAMILIAR FILM MODEL. ALL SUBJECTS, HOWEVER, WERE ABLE TO LEARN FROM THE AUDIOVISUAL PRESENTATIONS. GROUP VERSUS INDIVIDUAL VIEWING CONDITIONS AND INTENTIONAL VERSUS INCIDENTAL LEARNING CONDITIONS, WHEN COMPARED, APPEARED TO HAVE LITTLE AFFECT ON THE CHILDREN'S OVERALL PERFORMANCE. ALL SUBJECTS OBTAINED HIGHER SCORES UNDER THE TEACHER PRESENTATION AS COMPARED TO THE AUDIOVISUAL PRESENTATIONS USED IN THIS STUDY. (JH)

ED 010 549 24

ATTITUDES OF PARENTS OF HIGH AND LOW SOCIAL CLASS LEVELS TOWARD THEIR EDUCABLE, MENTALLY HANDICAPPED CHILDREN. FINAL REPORT.

BY- IANO, RICHARD P. JOHNSON, G. ORVILLE
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE

REPORT NUMBER CRP-S-226 PUB DATE SEP 66
REPORT NUMBER BR-5-8043
CONTRACT OEC-5-10-227
EDRS PRICE MF-$0.36 HC-$10.32 258P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *NEGATIVE ATTITUDES, *PARENT ATTITUDES, *PARENT REACTION, *SOCIOECONOMIC STATUS, ABILITY, INTERVIEWS, NEW YORK, RATING SCALES, RETARDED CHILDREN, SYRACUSE,

ATTITUDES OF PARENTS OF EDUCABLE MENTALLY RETARDED (EMR) CHILDREN WERE STUDIED IN AN ATTEMPT TO DETERMINE IF A RELATIONSHIP EXISTED BETWEEN PARENT ATTITUDE AND SOCIAL CLASS STATUS. THE SAMPLE CONSISTED OF 212 PARENTS OF 106 EMR CHILDREN, 9-14 YEARS OF AGE. FAMILIES WERE RANKED FROM HIGH TO LOW ON A FIVE-POSITION SOCIAL CLASS SCALE. INTERVIEWS WERE CONDUCTED IN THE PARENTS' HOMES USING INSTRUMENTS DESIGNED TO ELICIT (1) ATTITUDES, REACTIONS, AND FEELINGS OF PARENTS TOWARD THEIR RETARDED CHILD, AND (2) PARENT ESTIMATES OF THEIR RETARDED CHILD'S ABILITIES. RESULTS OBTAINED FROM ANALYZING THE INTERVIEW DATA WERE--(1) PARENTS IN LOWER SOCIAL CLASSES EXPRESSED POSITIVE ATTITUDES AND HIGH ESTIMATES ABOUT THEIR CHILD MORE OFTEN THAN DID PARENTS IN HIGHER SOCIAL CLASSES, (2) PARENTS EXPRESSED HIGHER ESTIMATES ABOUT THEIR CHILD'S SOCIAL AND INDEPENDENCE ABILITIES THAN THEY DID ABOUT THEIR CHILD'S INTELLECTUAL ABILITIES, AND (3) THE PARENTS IN THIS STUDY SAMPLE DID NOT SEEM TO BE AS NEGATIVE IN THEIR ATTITUDES TOWARD THEIR RETARDED CHILDREN AS PARENTS WERE REPORTED TO BE IN AVAILABLE LITERATURE. (RS)

ED 010 550 24

WAYS BY WHICH OVERLY-ACTIVE STUDENTS CAN BE TAUGHT TO CONCENTRATE ON STUDY ACTIVITY.

BY- NIXON, STEWART B.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION

REPORT NUMBER CRP-S-379 PUB DATE 66
REPORT NUMBER BR-5-8077
EDRS PRICE MF-$0.18 HC-$4.16 104P.

DESCRIPTORS- *ATTENTION CONTROL, *BEHAVIOR DEVELOPMENT, *HYPERACTIVITY, *OPERANT CONDITIONING, *REINFORCEMENT, BEHAVIOR PATTERNS, CALIFORNIA, ELEMENTARY SCHOOL STUDENTS, METHODS RESEARCH, MOTIVATION TECHNIQUES, STANFORD,

THE EFFECTS OF SPECIFIC OPERANT AND MODELING PRINCIPLES ON INCREASING ATTENTIVE (TASK-ORIENTED) CLASSROOM BEHAVIOR OF HYPERACTIVE CHILDREN WERE STUDIED. THE METHODS OF BEHAVIORAL MODIFICATION USED IN THE STUDY WERE DISCRIMINATION-MODELING AND OPERANT CONDITIONING. SUBJECTS WERE 24 STUDENTS FROM GRADES 1 THROUGH 4 WHO WERE JUDGED HYPERACTIVE BY TEACHERS AND BY OBSERVERS. DISCRIMINATION-MODELING WAS AN OUT-OF-CLASSROOM PROCEDURE IN WHICH SUBJECTS, WHILE VIEWING A MOTION PICTURE, WERE ASKED TO DISCRIMINATE BETWEEN HYPERACTIVE AND TASK-ORIENTED BEHAVIOR. APPROPRIATE IDENTIFICATIONS OF TASK-ORIENTED BEHAVIOR WERE MATERIALLY AND VERBALLY REINFORCED, WHILE IDENTIFICATIONS OF HYPERACTIVE BEHAVIOR WERE MERELY VERBALLY AFFIRMED. OPERANT CONDITIONING WAS REINFORCEMENT IN THE CLASSROOM AFTER A GIVEN BEHAVIOR HAD OCCURRED. THE SUBJECTS WERE PRETESTED AND RANDOMLY DIVIDED IN FOUR TREATMENT GROUPS--(1) EXPOSURE TO DISCRIMINATION-MODELING SESSIONS, AND OPERANT CONDITIONING WITH TASK-ORIENTED BEHAVIOR, (2) EXPOSURE TO DISCRIMINATION-MODELING SESSIONS, AND OPERANT CONDITIONING WITH NONTASK-ORIENTED BEHAVIOR, (3) EXPOSURE ONLY TO OPERANT CONDITIONING WITH TASK-ORIENTED BEHAVIOR, AND (4) NO EXPOSURE TO TREATMENT PROCEDURES. AFTER TREATMENTS WERE COMPLETED, ALL SUBJECTS WERE POST-TESTED. THE RESULTS INDICATED THAT NEITHER THE USE OF OPERANT CONDITIONING ALONE NOR ITS USE WITH DISCRIMINATION-MODELING PRODUCED STATISTICALLY SIGNIFICANT CHANGES IN THE DIRECTION OF HIGHER TASK-ORIENTATION. POSSIBLE EXPLANATIONS FOR THIS LACK OF SIGNIFICANCE WERE GIVEN. (JH)

ED 010 551 24

TO DETERMINE THE EFFECTIVENESS OF PROGRAMED INSTRUCTION IN TEACHING THIRD, FOURTH, AND FIFTH GRADE CHILDREN HOW TO USE THE CARD CATALOG. FINAL REPORT.

BY- WOELFLIN, LESLIE E.
SOUTHERN ILLINOIS UNIV., CARBONDALE

REPORT NUMBER BR-5-8080 PUB DATE 65
REPORT NUMBER CRP-S-385
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *CATALOGS, *COMPARATIVE ANALYSIS, *LIBRARY SKILLS, *PROGRAMED INSTRUCTION, *TEACHING TECHNIQUES, CARBONDALE, GRADE 3, GRADE 4, GRADE 5, ILLINOIS, LIBRARY INSTRUCTION, LIBRARY PROGRAMS, PROGRAMED TEXT,

A PROGRAMED INSTRUCTION UNIT WHICH USED PICTORIAL AND

SIMULATION TECHNIQUES WAS DEVELOPED TO TEACH STUDENTS HOW TO USE THE CARD CATALOG. ITEMS INVOLVED IN THE UNIT INCLUDED A PROGRAMED TEXTBOOK, A SPECIAL CARD CATALOG, AND A PRACTICE SET OF BOOKS. SUBJECTS WERE STUDENTS FROM GRADES 3, 4, AND 5 WHO WERE DIVIDED INTO AN EXPERIMENTAL AND A CONTROL GROUP. ALL SUBJECTS WERE PRETESTED ON SUCH ITEMS AS (1) LOCATION OF THE AUTHOR'S NAME, (2) USE OF THE CALL NUMBER, (3) SHELVING OF BOOKS, (4) FILING OF ABBREVIATED TITLES, AND (5) PREPARING A SIMULATED CARD. UPON COMPLETION OF THE ACTIVITIES, ALL SUBJECTS WERE PERFORMANCE TESTED AND POST-TESTED WITH A REARRANGED VERSION OF THE PRETEST. PERFORMANCE SCORES WERE NOT AS EXPECTED. NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE GROUPS FOR PERFORMANCE TIME OR SCORE. THE RESULTS INDICATED SEVERAL NEEDED CHANGES--(1) THE WRITTEN TEST SHOULD BE MADE MORE RELIABLE, (2) ADJUNCT PROGRAMS ON SEARCHING FILE TRAYS AND LIBRARY SHELVES WERE NEEDED, (3) THE PERFORMANCE TEST NEEDS REFINEMENT OF TIMING TO SUIT THE AGE LEVEL OF THE STUDENTS, AND (4) THE LOCATION OF BOOKS IN THE LIBRARY SHOULD BE TAUGHT ALONG WITH THE PROGRAM. (AL)

ED 010 552 24
INTERNATIONAL ASPECTS OF HIGHER EDUCATION AND EXCHANGE--A COMMUNITY STUDY. FINAL REPORT.
BY- DEUTSCH, STEVEN E.
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER CRP-S-222 PUB DATE AUG 65
REPORT NUMBER BR-5-8197
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *ATTITUDES, *COMMUNITY STUDY, *EXCHANGE PROGRAMS, *FOREIGN STUDENTS, *HIGHER EDUCATION, ADMINISTRATIVE POLICY, CLEVELAND, FOREIGN RELATIONS, INTERNATIONAL EDUCATION, INTERVIEWS, OHIO, PROGRAM EVALUATION, STUDENT ADJUSTMENT, SURVEYS,

A COMPREHENSIVE COMMUNITY STUDY WAS CONDUCTED OF THE FOREIGN STUDENTS AND THE INTERNATIONAL ASPECTS OF FIVE COLLEGES AND UNIVERSITIES IN THE CLEVELAND AREA. THE GENERAL RESEARCH DESIGN EMPLOYED THE USE OF SUCH SURVEY METHODS AS HISTORICAL ANALYSIS, INFORMANT TECHNIQUES, PERSONAL INTERVIEWS, AND OBSERVATION. DURING A 2-YEAR PERIOD, QUESTIONNAIRES WERE ADMINISTERED TO SAMPLES OF FOREIGN STUDENTS, HOST FAMILIES, AND AMERICAN STUDENTS AND FACULTIES. RESPONDENTS TOTALED 1,018 (286 FOREIGN STUDENTS, 143 HOST FAMILIES, 376 AMERICAN STUDENTS, AND 213 AMERICAN FACULTY MEMBERS). AT THE SAME TIME, INTERVIEWS WERE CONDUCTED WITH EDUCATIONAL ADMINISTRATORS, LABOR AND BUSINESS LEADERS, STAFF MEMBERS OF THE COUNCIL ON WORLD AFFAIRS, AND OTHERS INVOLVED IN INTERNATIONAL EXCHANGE PROGRAMS. AMONG THE AREAS COVERED IN THE INTERVIEWS WERE (1) PERCEPTION OF INTERNATIONAL STUDENT PROGRAMS (OBJECTIVES, ROLES TO BE PLAYED BY PARTICIPANTS AND OTHERS), (2) SOCIAL INTERACTION BETWEEN FOREIGN STUDENTS AND AMERICANS (STUDENTS, FACULTY, CITIZENS, AND STAFF PERSONS IN INTERNATIONAL PROGRAMS), AND (3) EVALUATION OF SERVICES AND PROGRAMS (BUSINESS, ACADEMIC, PROFESSIONAL, AND VOLUNTEER) IN THE HOST COMMUNITY. REPORTED WERE (1) THE HISTORICAL BACKGROUND OF EDUCATIONAL EXCHANGE IN VARIOUS AREAS, (2) FINDINGS FROM STUDIES OF THE FOREIGN STUDENTS AND THE COMMUNITY ROLE, (3) PERSPECTIVES OF INSTITUTIONAL INTERACTION WITH FOREIGN STUDENTS AND PROGRAMS, (4) FACULTY ATTITUDES TOWARD FOREIGN STUDENTS AND INTERNATIONAL ACTIVITIES IN HIGHER EDUCATION, AND (5) DECISION-MAKING AND PLANNING BY ADMINISTRATIVE PERSONNEL FOR FOREIGN STUDENT PROGRAMS AND BROADER INTERNATIONAL PERSPECTIVES. TWO OF THE CONCLUSIONS WERE THAT (1) FOREIGN STUDENTS INTERACT TO A CONSIDERABLE EXTENT WITH AMERICAN FAMILIES, BUT MOST FEEL COMMITTED TO RETURN TO THEIR NATIVE COUNTRIES AND (2) CONSIDERABLE INTEREST IN INTERNATIONAL EDUCATION AND EXCHANGE IS EMERGING IN ALL QUARTERS (STUDENTS, FACULTY, ADMINISTRATION, COMMUNITY PEOPLE, AND FOREIGN STUDENTS). (RS)

ED 010 553 24
PROBLEMS AND ISSUES IN THE ADMINISTRATION OF COLLEGE AND UNIVERSITY COUNSELING SERVICES. FINAL REPORT.
BY- OETTING, E.R.
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER CRP-S-380
REPORT NUMBER BR-5-8236
GRANT OEG-5-10-302
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *COLLEGE PROGRAMS, *COUNSELING CENTERS, *COUNSELING SERVICES, *GUIDANCE COUNSELING, COLORADO, COUNSELING PROGRAMS, FORT COLLINS, NATIONAL SURVEYS,

A QUESTIONNAIRE SURVEY WAS CONDUCTED OF ALL (1,155) 4-YEAR INSTITUTIONS OF HIGHER LEARNING IN THE UNITED STATES TO IDENTIFY PROBLEMS AND ISSUES OF COUNSELING SERVICES ADMINISTRATION. THE RESULTS OF THIS SURVEY, BASED ON AN OVERALL RESPONSE OF 54 PERCENT, WERE CATEGORIZED BY (1) COUNSELOR-STUDENT RATIO, (2) COMMITMENT OF COUNSELOR DIRECTOR'S TIME, (3) NUMBER OF CLIENT INTERVIEWS PER FULL-TIME COUNSELOR, (4) FUNCTIONS OF COUNSELING, AND (5) SALARIES OF COUNSELING STAFF. MANY OF THE RESPONDING INSTITUTIONS (31 PERCENT) INDICATED THAT THEY HAD NO COUNSELING SERVICE PROGRAM. SCHOOLS WITH SUCH A PROGRAM AND THEIR COUNSELING SERVICE ADMINISTRATORS WERE LISTED IN THE REPORT. (RS)

ED 010 554 24
A PILOT STUDY OF ART EDUCATION FOR THE ECONOMICALLY AND SOCIALLY DEPRIVED CHILD. FINAL REPORT.
BY- BARCLAY, DORIS L.
CALIFORNIA STATE COLLEGE AT LOS ANGELES
REPORT NUMBER CRP-S-489 PUB DATE 66
REPORT NUMBER BR-5-8294
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *ART EDUCATION, *CHANGING ATTITUDES, *CULTURAL ENRICHMENT, *DISADVANTAGED YOUTH, *PROBLEM SOLVING, CALIFORNIA, CREATIVE DEVELOPMENT, CULTURAL ENVIRONMENT, ECONOMICALLY DISADVANTAGED, INDIVIDUAL CHARACTERISTICS, LOS ANGELES, PILOT PROJECTS, SOCIALLY DISADVANTAGED,

THE EFFECT OF ART EDUCATION ON IMPROVING THE ATTITUDES AND CULTURAL AWARENESS OF DISADVANTAGED YOUTH WAS STUDIED IN THIS PILOT PROGRAM. THE CALIFORNIA TEST OF PERSONALITY AND THE CHILDREN'S PERSONALITY QUESTIONNAIRE WERE ADMINISTERED BEFORE AND AFTER A SPECIAL, 12-MONTH ART PROGRAM TO 25 CHILDREN (AGES 8-12) FOR DATA ON PERSONAL AND SOCIAL CHARACTERISTICS. AN INTERVIEW GUIDE WAS CONSTRUCTED TO INDICATE AESTHETIC LITERACY (PERFORMANCE) AND WAS USED

BEFORE, DURING, AND AFTER EACH SELECTED ART EXPERIENCE. INTERVIEW QUESTIONS WERE DESIGNED AND USED TO EVALUATE GAINS IN PERFORMANCE RESULTING FROM EACH LESSON OR EXPERIENCE. SOME PRELIMINARY CONCLUSIONS WERE (1) AS CHILDREN DEVELOP NONCONFORMING ATTITUDES AS PART OF SKILL ACQUISITION IN THE VISUAL ARTS, CONFLICT CAN BE GENERATED THAT REPUDIATES ATTITUDES CONDITIONED BY A SUBCULTURAL ENVIRONMENT, (2) ART EDUCATION IS NONESSENTIAL TO THE DEVELOPMENT OF CREATIVE PROBLEM-SOLVING ABILITY, AND (3) ENCOURAGEMENT OF CONFLICTS OR ATTITUDE CHANGES IS A NONESSENTIAL PART OF THE EDUCATION OF ECONOMICALLY AND SOCIALLY DISADVANTAGED CHILDREN. A FOLLOWUP TO THIS PILOT PROJECT WAS SUGGESTED FOR OBTAINING LONGITUDINAL DATA ON THE SAMPLE OF CHILDREN. (RS)

ED 010 555 24
ARTISTS' IDEAS ABOUT ART AND THEIR USE IN EDUCATION.
BY- MICHAEL, JOHN A.
MIAMI UNIV., OXFORD, OHIO
REPORT NUMBER BR-5-8300 PUB DATE DEC 66
REPORT NUMBER CRP-S-360-65
CONTRACT OEC-6-10-266
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *ART EDUCATION, *CONCEPT FORMATION, *FUNDAMENTAL CONCEPTS, *SECONDARY EDUCATION, *TEACHING GUIDES, INSTRUCTIONAL DESIGN, OHIO, OPINIONS, OXFORD, QUESTIONNAIRES, SPECIALISTS, SURVEYS,

SPECIFIC CONCEPTS OF PROFESSIONAL ARTISTS WERE SURVEYED FOR APPLICATION TO ART INSTRUCTION IN SECONDARY SCHOOLS. A REVIEW WAS MADE OF WRITINGS BY ARTISTS, CRITICS, AND HISTORIANS IN SEVERAL AREAS OF ART (ENAMELING, JEWELRY, PAINTING, POTTERY, PRINTMAKING, SCULPTURE, AND WEAVING). THE DATA GATHERED FROM THESE SOURCES OF ART EXPERIENCES WERE USED IN DEVELOPING A QUESTIONNAIRE. THIS QUESTIONNAIRE WAS SENT TO 350 ARTISTS, REPRESENTATIVE OF THE ART AREAS STUDIED. COMPLETED RESPONSES WERE RECEIVED FROM 56 PERCENT OF THE ORIGINAL SAMPLE. FOR THE MOST PART, ARTISTS OF ALL AREAS RESPONDED SIMILARLY TO THE ITEMS OF THE QUESTIONNAIRE. ALL ITEMS (50) WHICH RECEIVED A HIGH CONSENSUS (70 PERCENT AND ABOVE) WERE GROUPED TOGETHER TO FORM HYPOTHETICAL CONCEPTS FOR THE ART EDUCATOR. LOW CONSENSUS CONCEPTS (43 ITEMS) WERE NOTED IN A SECOND GROUPING. THE CONSENSUS REPRESENTED ALL OF THE RESPONDING ARTISTS EXCEPT WHEN SPECIAL AREAS OF ART WERE CONSIDERED. IT WAS RECOMMENDED THAT THE FORMULATED CONCEPTS BE EXPERIMENTALLY TESTED IN THE CLASSROOM. (RS)

ED 010 556 24
AN ANALYSIS OF THE SPECIFIC FEATURES WHICH CHARACTERIZE THE MORE SUCCESSFUL PROGRAMS FOR THE RECRUITMENT AND TRAINING OF COLLEGE TEACHERS.
BY- KOEN, FRANK ERICKSEN, STANFORD C.
MICHIGAN UNIV., ANN ARBOR,CTR.RES.LEARN.AND TEACH.
REPORT NUMBER CRP-S-482 PUB DATE JAN 67
REPORT NUMBER BR-5-8366
CONTRACT OEC-6-10-227
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *COLLEGE PROGRAMS, *PROGRAM ADMINISTRATION, *TEACHER AIDES, *TEACHER EDUCATION, *TEACHER RECRUITMENT, ANN ARBOR, COLLEGE ADMISSION, MICHIGAN, NATIONAL SURVEYS, TRAINING,

BY MEANS OF MAIL QUESTIONNAIRES AND CAMPUS VISITS, DATA WERE OBTAINED FROM 42 COLLEGES AND UNIVERSITIES ON RECRUITMENT PROGRAMS FOR POTENTIAL TEACHERS AND TRAINING PROGRAMS FOR TEACHING ASSISTANTS. ONLY FOUR OF THE INSTITUTIONS SURVEYED REPORTED CONTINUING, SYSTEMATIC RECRUITMENT EFFORTS, THE OTHERS DEPENDING ON INFORMAL TEACHER-STUDENT CONTACTS. DATA ON TRAINING PROGRAMS FOR TEACHING ASSISTANTS SHOWED THAT MOST PROGRAMS WERE DEPARTMENT-BASED AND CONTROLLED BY DEPARTMENT PERSONNEL. THE FOCUS OF THIS TRAINING TENDED TO BE ON PRAGMATIC, IMMEDIATELY RELEVANT CONCERNS WITH LITTLE EMPHASIS ON CONSIDERATIONS ASSOCIATED WITH EDUCATIONAL PHILOSOPHY OR CAREER COMPETENCE IN TEACHING. IN MOST DEPARTMENTS, TEACHING ASSISTANTSHIPS WERE VIEWED PRIMARILY AS A MEANS OF PROVIDING UNDERGRADUATE INSTRUCTION AND FINANCIAL SUPPORT FOR GRADUATE STUDENTS, RATHER THAN A MEANS FOR TRAINING PPROSPECTIVE COLLEGE TEACHERS. A MODEL TRAINING PROGRAM WAS SUGGESTED, CONSISTING OF FUNCTIONALLY DEFINED STAGES WHICH VARIED IN AMOUNTS OF STRUCTURE, ACTIVE SUPERVISION, AND TEACHING ASSISTANT RESPONSIBILITY. OBJECTIVE PROCEDURES FOR EVALUATING TEACHING ASSISTANT PERFORMANCE AND TRAINING PROGRAM EFFECTIVENESS WERE ALSO SUGGESTED. (JH)

ED 010 557 24
THE WAY IN WHICH THE ORGANIZATION OF COLLEGE DEPARTMENTS AFFECTS THE PERFORMANCE AND ATTITUDES OF COLLEGE FACULTY.
BY- BACHMAN, JERALD G.
MICHIGAN UNIV., ANN ARBOR,SURVEY RESEARCH CENTER
REPORT NUMBER BR-5-8384 PUB DATE OCT 66
MICHIGAN UNIV., ANN ARBOR,INST.FOR SOCIAL RESEARCH
REPORT NUMBER CRP-S-410
CONTRACT OEC-6-10-103
EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *COLLEGE FACULTY, *EDUCATIONAL ADMINISTRATION, *TEACHER ATTITUDES, *TEACHER ROLE, ANN ARBOR, COLLEGE ADMINISTRATION, DEPARTMENT DIRECTORS (SCHOOL), FACULTY EVALUATION, INDIVIDUAL CHARACTERISTICS, MICHIGAN, OBJECTIVES, PERFORMANCE, QUESTIONNAIRES, SURVEYS,

THE EFFECTS OF ORGANIZATIONAL CHARACTERISTICS OF ACADEMIC DEPARTMENTS ON THE PERFORMANCE AND ATTITUDES OF COLLEGE FACULTY MEMBERS WERE STUDIED. CAUSES FOR FACULTY SATISFACTION WITH THEIR CHAIRMAN, GENERAL JOB SATISFACTION, AND LOYALTY TO THE COLLEGE WERE SOUGHT. QUESTIONNAIRES WERE RECEIVED FROM 444 FACULTY MEMBERS IN 12 LIBERAL ARTS COLLEGES. RELATIONSHIPS WERE PREDICTED ON THE BASIS OF SIMILAR RESEARCH, BUT NO RELATIONSHIPS WERE SUBSTANTIATED WHEN EXPERIMENTAL AND CONTROL DATA WERE CORRELATED. THE STUDY WAS EXTENDED TO THE CLARITY OF ORGANIZATIONAL GOALS IN COLLEGE. CLARITY WAS FOUND RELATED TO LACK OF CONFLICT BETWEEN FACULTY AND OFFICIALS AND TO THE BASES OF POWER ATTRIBUTED TO DEPARTMENTAL DEANS. THREE SEPARATE TOPICS WERE DISCUSSED AND SUMMARIZED IN THE REPORT--(1) ACADEMIC DEPARTMENTS, (2) ORGANIZATIONAL GOALS AND THEIR CLARITY, AND (3) DETERMINANTS OF CLARITY IN ORGANIZATIONAL GOALS. (RS)

ED 010 558 56
RESEARCH AND TECHNOLOGY DIVISION REPORT FOR 1966.
BY- BAUM, C.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-01 PUB DATE JAN 67

REPORT NUMBER BR-5-0738-01
REPORT NUMBER TM-530/010/00
EDRS PRICE MF-$0.36 HC-$9.36 234P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *PROGRAMING, *SYSTEMS ANALYSIS, *SYSTEMS APPROACH, *SYSTEMS DEVELOPMENT, CALIFORNIA, EDUCATIONAL RESEARCH, INFORMATION PROCESSING RESEARCH PROJECTS, SANTA MONICA,

THE WORK OF THE RESEARCH AND TECHNOLOGY DIVISION OF SYSTEM DEVELOPMENT CORPORATION DURING 1966 IS REPORTED. THE PROGRESS OF VARIOUS STUDIES AND ACTIVITIES DISCUSSED IN THE REPORT WERE ADVANCED PROGRAMING, INFORMATION PROCESSING RESEARCH, PROGRAMING SYSTEMS, DATA BASE SYSTEMS, LANGUAGE PROCESSING AND RETRIEVAL, BEHAVIORAL GAMING AND SIMULATION RESEARCH EDUCATION AND TRAINING, MATHEMATICS AND OPERATIONS RESEARCH, COMPUTER CENTER DEPARTMENT, AND SPECIAL SERVICE OPERATIONS. IN ADDITION, THE REPORT CONTAINS DESCRIPTIONS OF DIVISION-SPONSORED BOOKS, DEMONSTRATION PROGRAMS, MEETINGS AND COLLOQUIUMS, AND PROFESSIONAL ACTIVITIES OF THE STAFF. (TC)

ED 010 559 56
CONSTRUCTION OF SCHOOL SIMULATION VEHICLE.
BY- COGSWELL, JOHN F. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-02 PUB DATE 6 AUG 63
REPORT NUMBER BR-5-0738-02
REPORT NUMBER TM-1409
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *INSTRUCTIONAL INNOVATION, *MODELS, *SCHOOL ORGANIZATION, *SIMULATION, *SYSTEMS ANALYSIS, ADMINISTRATION, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, DATA COLLECTION, PALO ALTO, SANTA MONICA, SCHOOL PLANNING, SCHOOL SCHEDULES, SIMPAC,

A COMPUTER PROGRAMED GENERAL SCHOOL SIMULATOR IS DESCRIBED AND RULES ARE GIVEN FOR A COMPUTER TRYOUT OF THE PILOT VERSION. ALTHOUGH THE MODEL WAS DESIGNED AS A GENERAL VEHICLE THAT WOULD PERMIT COMPUTER MODELING OF ANY SCHOOL CONFIGURATION, THE FIRST PILOT VERSION REPRESENTS A HYPOTHETICAL SCHOOL OPERATING UNDER THE "CONTINUOUS PROGRESS PLAN" WHICH PROVIDES FOR STUDENTS TO BE ASSIGNED TO BOTH GROUP AND INDIVIDUALIZED INSTRUCTION. PLANS CALLED FOR THE GENERAL MODEL TO BE DEVELOPED BY MODELING AND MAKING COMPUTER RUNS OF A SERIES OF VERSIONS OF THE SIMULATOR BASED ON SUCH FACTORS AS SCHOOL OPERATIONS AND ORGANIZATIONAL CONFIGURATIONS. A DATA ANALYSIS AND REDUCTION PROGRAM ALSO WILL BE DEVELOPED IN SUCCESSIVE STAGES. FLOW DIAGRAMS OF THE VARIOUS PROCEDURES OF THE SYSTEM WERE INCLUDED. RELATED REPORTS ARE ED 010 578, ED 010 579, AND ED 010 581. (AL)

ED 010 560 56
PURPOSE AND STRATEGY OF THE SCHOOL SIMULATION PROJECT. SPECIAL REPORT.
BY- COGSWELL, JOHN F. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-03 PUB DATE 19 DEC 63
REPORT NUMBER BR-5-0738-03
REPORT NUMBER TM-1493/101/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *HIGH SCHOOL DESIGN, *HIGH SCHOOL ORGANIZATION, *INSTRUCTIONAL INNOVATION, *SIMULATION, *SYSTEMS ANALYSIS, CALIFORNIA, COMPUTER ORIENTED PROGRAMS, DEMONSTRATION PROJECTS, HIGH SCHOOLS, MODELS, ORGANIZATIONAL CHANGE, SANTA MONICA, SCHOOL PLANNING,

A GENERAL DESCRIPTION WAS PRESENTED OF THE SCHOOL SIMULATION PROJECT WHICH USED SYSTEMS ANALYSIS AND COMPUTER-SIMULATION TECHNIQUES FOR STUDYING ORGANIZATIONAL CHANGES IN EDUCATION. THE ORGANIZATIONAL MODIFICATIONS STUDIED WERE APPLICABLE TO THE IMPLEMENTATION OF INSTRUCTIONAL INNOVATIONS. FIVE HIGH SCHOOLS, VARYING IN THE EXTENT THEY WERE INNOVATIVE, WERE SELECTED FOR ANALYSIS. A COMPUTER-BASED SIMULATION VEHICLE WAS PLANNED FOR SERVING AS A CONCEPTUAL TOOL IN THE GENERATION OF RESEARCH HYPOTHESES ON WAYS IN WHICH SCHOOL DESIGN AND ORGANIZATION COULD BE IMPROVED. WITHIN THE STRATEGY OF THE PROJECT, SEVEN TENETS WERE LISTED AND DISCUSSED. FLOWCHARTS OF STUDY PROCEDURES AND OF INTERACTION AMONG THESE PROCEDURES WERE INCLUDED. (RS)

ED 010 561 56
SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--PART I
BY- EGBERT, ROBERT L. COGSWELL, JOHN F.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-04 PUB DATE 28 FEB 64
REPORT NUMBER BR-5-0738-04
REPORT NUMBER TM-1493/103/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *EXPERIMENTAL SCHOOLS, *PROGRAMED INSTRUCTION, *SCHOOL DESIGN, *SYSTEMS ANALYSIS, ACADEMIC ACHIEVEMENT, BRIGHAM YOUNG UNIVERSITY, CALIFORNIA, CONTINUOUS PROGRESS SCHOOL, EXPERIMENTAL CURRICULUM, EXPERIMENTAL PROGRAMS, LABORATORY SCHOOLS, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PROVO, SANTA MONICA, SCHOOL ORGANIZATION, STUDENT EVALUATION, STUDENT PROBLEMS, STUDENT RECORDS, STUDENT TEACHER RELATIONSHIP, UTAH,

THE APPLICATION OF SYSTEM ANALYSIS TO EDUCATIONAL PROBLEMS OF A CONTINUOUS PROGRESS PLAN HIGH SCHOOL WAS DESCRIBED. THIS SCHOOL SCHOOL PLAN INVOLVED A RADICAL DEPARTURE FROM THE TRADITIONAL CURRICULUM AND AN EXTENSIVE USE OF NEW MEDIA. ALTHOUGH NO FULLY IMPLEMENTED CONTINUOUS PROGRESS SCHOOL EXISTED AT THE TIME OF OF THIS REPORT, THE BRIGHAM YOUNG UNIVERSITY LABORATORY SCHOOL HAD USED PARTS OF THE PLAN AT THE ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, AND HIGH SCHOOL LEVELS. THE BASIC CONTENT OF THIS REPORT CAME FROM INTERVIEWS WITH DR. EDWIN READ (WHO DEVELOPED THE CONTINUOUS PROGRESS SCHOOL PLAN) AND MEMBERS OF HIS STAFF AT THE BRIGHAM YOUNG UNIVERSITY LABORATORY SCHOOL. FLOW DIAGRAMS THAT WERE DEVELOPED FOLLOWING THE INTERVIEWS WERE ALSO INCLUDED IN THE REPORT. TOPICS COVERED WERE (1) AN OVERVIEW OF THE CONTINUOUS PROGRESS SCHOOL, (2) STUDENT MOVEMENT THROUGH THE SCHOOL, (3) PREREGISTRATION AND REGISTRATION PROCEDURES, (4) COURSE WORK IN LANGUAGE ARTS AND SPEECH, AND (5) SPECIAL ACADEMIC FUNCTIONS OF TEST SCORING AND INTERPRETATION. RELATED REPORTS ARE ED 010 562 THROUGH ED 010

564. (AL)

ED 010 562 56
SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--PART II, SURVEILLANCE AND DETECTION SYSTEM.
BY- EGBERT, ROBERT L. COGSWELL, JOHN F.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-05 PUB DATE 13 MAR 64
REPORT NUMBER BR-5-0738-05
REPORT NUMBER TM-1493/104/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *EXPERIMENTAL SCHOOLS, *PROGRAMED INSTRUCTION, *STUDENT RECORDS, *SYSTEMS ANALYSIS, BRIGHAM YOUNG UNIVERSITY, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, EXPERIMENTAL PROGRAMS EXPERIMENTAL CURRICULUM, LABORATORY SCHOOLS, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PROVO, UTAH, SANTA MONICA, STUDENT EVALUATION, STUDENT PROBLEMS, STUDENT TEACHER RELATIONSHIP,

THE DESIGN OF A SURVEILLANCE AND DETECTION SYSTEM WAS PRESENTED FOR APPLICATION TO THE CONTINUOUS PROGRESS SCHOOL, DEVELOPED BY DR. EDWIN READ OF BRIGHAM YOUNG UNIVERSITY. THE PURPOSE OF THIS SYSTEM, PART OF AN INFORMATION PROCESSING CENTER, WAS (1) TO MONITOR AND SURVEY THE STUDY ACTIVITIES OF STUDENTS, (2) TO DETECT THE PRESENCE OF REAL AND IMMINENT PROBLEMS IN STUDENT PERFORMANCES, AND (3) TO ALERT APPROPRIATE PERSONNEL FOR ACTION. THE SYSTEM WOULD FOLLOW UP ON STUDENT PERFORMANCE OF ASSIGNED TASKS, CONDUCT PERIODIC REVIEWS OF STUDENT PERFORMANCE TO COMPARE ACTUAL PERFORMANCE WITH THAT EXPECTED, AND DETERMINE THE PERSON TO BE ALERTED IN THE EVENT OF TROUBLE. FLOW DIAGRAMS OF THE SYSTEM WERE INCLUDED IN THE REPORT. RELATED REPORTS ARE ED 010 561, ED 010 563, AND ED 010 564. (AL)

ED 010 563 56
SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--PART III, THE INSTRUCTIONAL MATERIALS CENTER.
BY- EGBERT, ROBERT L. COGSWELL, JOHN F.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-06 PUB DATE 1 AUG 64
REPORT NUMBER BR-5-0738-06
REPORT NUMBER TM-1493/105/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *EXPERIMENTAL SCHOOLS, *EXPERIMETAL CURRICULUM, *INSTRUCTIONAL MATERIALS CENTER, *PROGRAMED INSTRUCTION, *SYSTEMS ANALYSIS, ACADEMIC ACHIEVEMENT, BRIGHAM YOUNG UNIVERSITY, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, EXPERIMENTAL PROGRAMS, INSTRUCTIONAL MATERIALS, LIBRARIES, MATERIAL DEVELOPMENT, PROGRAM ADMINISTRATION, PROGRAM DEVELOPMENT, PROVO, UTAH, SANTA MONICA, STUDENT EVALUATION, STUDENT PROBLEMS, STUDENT RECORDS, STUDENT TEACHER RELATIONSHIP,

THE INSTRUCTIONAL MATERIALS CENTER (INC) OF THE CONTINUOUS PROGRESS SCHOOL WAS DESCRIBED. THE CONTINUOUS PROGRESS SCHOOL PLAN WAS DEVISED BY DR. EDWIN READ AND WAS BEING DEVELOPED AT THE LABORATORY SCHOOL OF BRIGHAM YOUNG UNIVERSITY. THIS REPORT DESCRIBED HOW AN INC MIGHT OPERATE RATHER THAN HOW ONE IS OPERATING OR IS PLANNED TO OPERATE. AS CONCEIVED, THE INC COMBINED THE FUNCTIONS OF THE LIBRARY, THE BOOK STORE, THE AUDIOVISUAL CENTER, AND THE DEVELOPMENT OF MATERIALS. FLOW DIAGRAMS OF THE PLANNED OPERATION WERE INCLUDED. RELATED REPORTS ARE ED 010 561, THROUGH ED 010 564. (AL)

ED 010 564 56
SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--COMPUTER SIMULATION OF AUTONOMOUS SCHEDULING PROCEDURES.
BY- COGSWELL, JOHN F. MARSH, DONALD G.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-07 PUB DATE 21 MAR 66
REPORT NUMBER BR-5-0738-07
REPORT NUMBER TM-1493/106/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *EXPERIMENTAL SCHOOLS, *PROGRAMED INSTRUCTION, *SCHEDULING, *SIMULATION, *SYSTEMS ANALYSIS, BRIGHAM YOUNG UNIVERSITY, CALIFORNIA, COMPUTER ORIENTED PROGRAMS, CONTINUOUS PROGRESS PLAN SCHOOLS, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL MATERIALS, LABORATORY SCHOOLS, PROVO, SANTA MONICA, SCHOOL ORGANIZATION, TEACHING METHODS, UTAH,

A COMPUTER SIMULATION OF A CONTINUOUS PROGRESS SCHOOL THAT PERMITS STUDENTS TO SCHEDULE THEMSELVES FOR COURSE WORK ON AN AUTONOMOUS BASIS WAS CONSTRUCTED AND TESTED. THE SYSTEM WAS SET UP TO FREE THE STUDENT FROM THE DISADVANTAGES OF TRADITIONAL PROGRESSION BY ALLOWING HIM TO WORK IN OTHER COURSES WHILE WAITING FOR TEACHING ASSISTANCE IN ANOTHER. PATTERNS OF RESOURCE DEMAND WERE DETERMINED FOR THE ASSIGNMENT OF 100 HIGH SCHOOL STUDENTS TO FIVE COURSES AT ONE TIME. WHENEVER SUCH A STUDENT WOULD REQUIRE HELP, HE COULD FILE A REQUEST FOR HELP AND GO ON TO HIS WORK ON ANOTHER COURSE. THE SYSTEM WAS DEEMED USEFUL FOR EXPANDING SIMULATION CAPABILITY AND FOR EXPLORING ITS USES IN COURSE DESIGHN. IT WAS DEVELOPED IN ASSOCIATION WITH THE CONTINUOUS PROGRESS SCHOOL PLAN OF DR. EDWIN READ OF THE BRIGHAM YOUNG UNIVERSITY LABORATORY SCHOOL. RELATED REPORTS ARE ED 010 561 THROUGH ED 010 563. (GD)

ED 010 565 56
THE ORGANIZATION OF A BIOLOGY COURSE FOR INDIVIDUAL PROGRESS AT THEODORE HIGH SCHOOL--AN INTRODUCTION.
BY- BRATTEN, JACK E.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-08 PUB DATE 7 DEC 65
REPORT NUMBER BR-5-0738-08
REPORT NUMBER TM-1493-110-00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *BIOLOGY INSTRUCTION, *HIGH SCHOOL ORGANIZATION, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL INNOVATION, *SIMULATION, *SYSTEMS ANALYSIS, ALABAMA, CALIFORNIA, HIGH SCHOOLS, PROGRAMED INSTRUCTION, SANTA MONICA, THEODORE,

SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES WERE APPLIED IN A STUDY OF THE ORGANIZATION OF A BIOLOGY COURSE FOR INDIVIDUAL PROGRESS. THEODORE HIGH SCHOOL AT THEODORE, ALABAMA, WAS SELECTED FOR STUDY BECAUSE OF ITS APPROACH TO

THE ORGANIZATION OF ITS RESOURCES FOR STUDENTS TO LEARN ON AN INDIVIDUAL BASIS. DESCRIBED IN THIS INTRODUCTORY REPORT WERE (1) SCHOOL ENVIRONMENT, (2) PERSONNEL, (3) OBJECTIVES, SPACE, AND FACILITIES, (4) USE OF INSTRUCTIONAL MEDIA, AND (5) ORGANIZATIONAL FEATURES. THE SPECIFIC PROCEDURES FOLLOWED IN INDIVIDUALIZED INSTRUCTION WERE EXAMINED BY FOCUSING ON THE BIOLOGY COURSE ORGANIZATION. THE COURSE HAD BEEN ORGANIZED FOR INDIVIDUAL PROGRESS AND USED A STUDY GUIDE TO DIRECT THE WORK OF STUDENTS. A DETAILED DESCRIPTIVE ANALYSIS WAS PRESENTED IN THE SECOND OF A SERIES OF THREE REPORTS REFERENCED ED 010 566. THE RESULTS OBTAINED BY COMPUTER SIMULATION OF EXPERIMENTAL MANIPULATION OF THE ORGANIZATION OF THE COURSE WERE REPORTED IN ED 010 567. (RS)

ED 010 566 56

THE ORGANIZATION OF A BIOLOGY COURSE FOR INDIVIDUAL PROGRESS AT THEODORE HIGH SCHOOL--DESCRIPTIVE ANALYSIS

BY- BRATTEN, J.E.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER NDEA-VIIA-1130-09 PUB DATE 9 DEC 65

REPORT NUMBER BR-5-0738-09

REPORT NUMBER TM-1493-111-00

GRANT OEG-7-14-9120-217

EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *BIOLOGY INSTRUCTION, *INDIVIDUALIZED PROGRAMS, *INSTRUCTIONAL INNOVATION, *PROGRAMED INSTRUCTION, *SYSTEMS ANALYSIS, ALABAMA, CALIFORNIA, HIGH SCHOOLS, SANTA MONICA, SIMULATION, THEODORE,

SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES WERE APPLIED IN DESCRIBING THE BIOLOGY COURSE AT THE THEODORE HIGH SCHOOL, THEODORE, ALABAMA, WHICH WAS SELECTED AS THE UNIT OF STUDY BECAUSE OF ITS ORGANIZATION OF COURSES FOR INDIVIDUAL PROGRESS. A DESCRIPTIVE ANALYSIS OF THE BIOLOGY COURSE WAS PRESENTED IN TERMS OF THE (1) INSTRUCTIONAL MEDIA, (2) PROCEDURES, (3) ROLES OF PERSONNEL INVOLVED IN THE COURSE, AND (4) SPACE USED. A STUDY GUIDE USED TO DIRECT EACH STUDENT THROUGH THE COURSE WAS ANOTHER INNOVATIVE FEATURE OF THE COURSE ORGANIZATION. THE STUDY GUIDE CONSISTED OF A DETAILED PLAN OF THE COURSE AND INSTRUCTIONS FOR STUDENTS. THE COURSE WAS DIVIDED INTO THREE LEVELS OF PERFORMANCE--(1) HIGH APTITUDE, (2) MEDIUM APTITUDE, AND (3) LOW APTITUDE. STUDENT ASSIGNMENT, PERFORMANCE, AND COURSE CHARACTERISTICS WERE DESCRIBED. RELATED REPORTS ARE ED 010 565 AND ED 010 567. (RS)

ED 010 567 56

THE ORGANIZATION OF A COURSE FOR INDIVIDUAL PROGRESS AT THEODORE HIGH SCHOOL--SYSTEM ANALYSIS AND SIMULATION.

BY- BRATTEN, JACK E.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER NDEA-VIIA-1130-10 PUB DATE 15 MAR 66

REPORT NUMBER BR-5-0738-10

REPORT NUMBER TM-1493-112-00

GRANT OEG-7-14-9120-217

EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *BIOLOGY INSTRUCTION, *COURSE ORGANIZATION, *HIGH SCHOOL ORGANIZATION, *INDIVIDUAL INSTRUCTION, *SIMULATION, *SYSTEMS ANALYSIS, CALIFORNIA, COMPUTER ORIENTED PROGRAMS, INSTRUCTIONAL MATERIALS, LABORATORY SCHOOLS, SANTA MONICA, TEACHING METHODS,

THE BIOLOGY COURSE OF THEODORE HIGH SCHOOL AT THEODORE, ALABAMA, WAS STUDIED AS A SYSTEM FOR "PROCESSING" STUDENTS AND WAS SIMULATED ON A COMPUTER. AN EXPERIMENTAL VERSION OF THE COURSE WAS SIMULATED AND COMPARED WITH THE ACTUAL COURSE. THE PURPOSES OF THIS STUDY WERE (1) TO EXAMINE THE CONCEPT OF INDIVIDUAL PROGRESS AS IT RELATED TO THE ORGANIZATION OF COURSES IN GENERAL AND THE BIOLOGY COURSE IN PARTICULAR, (2) TO DRAW IMPLICATIONS FROM THE RESULTS AS THEY RELATED TO DEFINING NEW ROLES FOR SCHOOL PERSONNEL, PROVIDING INFORMATION ON THE USE OF MEDIA AS IT AFFECTS INTERACTIONS OF STUDENTS AND OF STUDENTS AND TEACHERS, DESCRIBING NEW APPLICATIONS FOR DATA PROCESSING, PROVIDING INFORMATION ON AMOUNT AND ARRANGEMENT OF SPACE, AND PROVIDING ESTIMATES OF CHARACTERISTICS OF GRADUATING STUDENTS, AND (3) TO DRAW CONCLUSIONS ABOUT THE USE OF SYSTEMS ANALYSIS AND COMPUTER SIMULATION AS RESEARCH TECHNIQUES. THE USE OF SYSTEMS ANALYSIS AND SIMULATION TO STUDY POSSIBLE BEHAVIORS OF AN EXISTING SCHOOL ORGANIZATION WAS FOUND TO BE FEASIBLE AND VALUABLE. SIMULATION OF THE OPERATION OF A THEORETICAL ORGANIZATION PROVIDED PREDICTIONS OF THE RESULTS TO BE EXPECTED FROM USE OF THE PLANNED ORGANIZATION. DATA GATHERED FROM THIS STUDY COULD BE OF POSSIBLE VALUE TO COURSE DESIGNERS WHO DESIRE A THEORETICAL MODEL TO GUIDE THEIR EFFORTS. RELATED REPORTS ARE ED 010 565 AND ED 010 566. (AL)

ED 010 568 56

NOVA HIGH SCHOOL--INTRODUCTION

BY- COGSWELL, J.F.

SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.

REPORT NUMBER NDEA-VIIA-1130-11 PUB DATE 21 FEB 66

REPORT NUMBER BR-5-0738-11

REPORT NUMBER TM-1493/140/00

GRANT OEG-7-14-9120-217

EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *COMPREHENSIVE HIGH SCHOOLS, *HIGH SCHOOL DESIGN, *HIGH SCHOOL ORGANIZATION, *INSTRUCTIONAL INNOVATION, *INSTRUCTIONAL MATERIALS, ADMINISTRATIVE ORGANIZATION, BACKGROUND, CALIFORNIA, EDUCATIONAL FACILITIES, FLORIDA, FORT LAUDERDALE, SANTA MONICA, SCHOOL ENVIRONMENT, SCHOOL ORGANIZATION, SCHOOL PERSONNEL,

AN OVERVIEW WAS PRESENTED OF THE ORGANIZATION AND OPERATION OF A NUMBER OF INNOVATIVE ASPECTS OF THE NOVA HIGH SCHOOL IN FORT LAUDERDALE, FLORIDA. NOVA IS PART OF A COMPLEX PLANNED TO INCLUDE GRADES K THROUGH 12. STUDENTS MUST APPLY TO ATTEND NOVA AND ARE SELECTED PRIMARILY ON THE RELATION OF STUDENT PERFORMANCE TO MEASURES OF APTITIDE. VOCATIONAL TRAINING IS NOT PROVIDED IN EITHER TECHNICAL OR BUSINESS SKILLS. THE SCHOOL EXISTS TO PROVIDE ACADEMIC GROUNDING FOR A LIFETIME OF LEARNING. NO EXTRACURRICULAR ACTIVITIES ARE PERMITTED DURING THE SCHOOL HOURS AND THE SCHOOL HAS NO CAFETERIA, AUDITORIUM, FOOTBALL STADIUM, OR BUS SERVICE. FOOD SERVICE IS PROVIDED BY PRIVATELY OPERATED SNACK BARS. FACULTY MEMBERS ARE NOT REQUIRED TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES. ONE OF THE MORE NOTEWORTHY FEATURES IS THE SUPERIOR ADMINISTRATIVE AND TEACHING STAFF EMPLOYED. THE STAFF HAS BEEN FREED OF MANY CLERICAL TASKS BY THE EMPLOYMENT OF A NUMBER OF AIDES. AN ARTIST HAS ALSO BEEN EMPLOYED TO PREPARE MATERIALS FOR VISUAL PRESENTATIONS. NOVA'S MODERN

SCHOOL PLANT PROVIDES CLOSED CIRCUIT TELEVISION, A DIALOG SYSTEM TO 66 STATIONS, AND THREE RESOURCE CENTERS. THE COST PER PUPIL OF OPERATING NOVA IS LESS THAN FOR SOME OF THE OTHER SCHOOLS OF BROWARD COUNTY. A CHART OF THE STAFF ORGANIZATION AND THE PLANS OF THE SCHOOL BUILDING ARE INCLUDED. RELATED REPORTS ARE ED 010 569 AND ED 010 570. (AL)

ED 010 569 56

NOVA HIGH SCHOOL--DESCRIPTION OF TENTH-GRADE SOCIAL STUDIES COURSE.
BY- COGSWELL, J.F.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-12 PUB DATE 23 FEB 66
REPORT NUMBER BR-5-0738-12
REPORT NUMBER TM-1493/14/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *COURSE ORGANIZATION, *INSTRUCTIONAL INNOVATION, *SIMULATION, *SOCIAL STUDIES UNITS, *SYSTEMS ANALYSIS, AMERICAN HISTORY, CALIFORNIA, COURSE CONTENT, FLORIDA, FORT LAUDERDALE, GRADE 10, HIGH SCHOOL ORGANIZATION, SANTA MONICA,

SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES WERE APPLIED IN A STUDY OF INNOVATION FOR A 10TH-GRADE SOCIAL STUDIES COURSE. THE COURSE CONTENT WAS AMERICAN HISTORY WHICH WAS DIVIDED INTO 10 CONTENT AREAS SUCH AS COLONIAL, REVOLUNTIONARY, AND CONSTITUTIONAL AMERICAN. THE ACTIVITIES OF THE COURSE INCLUDED TEAM TEACHING, LECTURES, MEDIA PRESENTATIONS, GROUP STUDY, UNIT QUIZZES, AND INDIVIDUAL STUDY. DESCRIPTIONS WERE PRESENTED OF (1) SPECIAL STUDY SUBGROUPS AND SEMINAR GROUPS, (2) THE MEDIA USED IN THE GROUPS, (3) INFORMATION AND RECORD PROCESSING PROCEDURES, AND (4) THE USE OF SCHOOL SPACE. RELATED REPORTS ARE ED 010 568 AND ED 010 570. (RS)

ED 010 570 56

NOVA HIGH SCHOOL--SYSTEM ANALYSIS.
BY- COGSWELL, J.F.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-13 PUB DATE 25 FEB 66
REPORT NUMBER BR-5-0738-13
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *COURSE ORGANIZATION, *DEMONSTRATION PROGRAMS, *SIMULATION, *SOCIAL STUDIES UNITS, *SYSTEMS ANALYSIS, AMERICAN HISTORY, CALIFORNIA, COMPUTER PROGRAMS, EDUCATIONAL FACILITIES, FLORIDA, FORT LAUDERDALE, GRADE 10, INFORMATION UTILIZATION, INSTRUCTIONAL DESIGN, SANTA MONICA, STUDENT TEACHER RELATIONSHIP, TEACHER ROLE,

A SYSTEMS ANALYSIS WAS MADE OF A 10TH-GRADE SOCIAL STUDIES COURSE IN AMERICAN HISTORY TAUGHT AT THE NOVA HIGH SCHOOL, FORT LAUDERDALE, FLORIDA, TO EVALUATE THE COURSE AS AN INSTRUCTIONAL SYSTEM. THE ANALYSIS WAS CONCERNED WITH SUCH PROBLEM AREAS AS TEACHER ROLES, THE EFFECTS OF MEDIA ON STUDENT-TEACHER RELATIONSHIPS, INFORMATION REQUIREMENTS, THE USE OF SPACE, AND THE EFFECTS OF COURSE PROCEDURES ON STUDENTS. A COMPUTER SIMULATION MODEL OF THE COURSE WAS SET UP AND TESTED. DATA PRODUCED BY THE MODEL WERE COMPARED TO DATA THAT WERE DESCRIPTIVE OF THE COURSE. THERE WAS A HIGH DEGREE OF CORRESPONDENCE BETWEEN THE SIMULATED DATA AND THE DESCRIPTIVE DATA, INDICATING THAT THE SIMULATION PROCEDURES WERE EFFECTIVE IN PRODUCING DATA THAT APPEARED TO BE VALID. RELATED REPORTS ARE ED 010 568 AND ED 010 569. (GD)

ED 010 571 56

BUENA VISTA HIGH SCHOOL--AN INTRODUCTION.
BY- EGBERT, R.L.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-14 PUB DATE 1 FEB 66
REPORT NUMBER BR-5-0738-14
REPORT NUMBER TM-1493/150/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL PLANNING, *INSTRUCTIONAL INNOVATION, *SCHOOL ORGANIZATION, *SYSTEMS ANALYSIS, *TEAM TEACHING, CALIFORNIA, HIGH SCHOOLS, MICHIGAN, SAGINAW, SANTA MONICA, SCHOOL DESIGN,

AN INTRODUCTION WAS PRESENTED IN THE FIRST OF A SERIES OF THREE REPORTS OF THE WORK DONE AT BUENA VISTA HIGH SCHOOL IN SAGINAW, MICHIGAN. THE ORGANIZATIONAL MODIFICATIONS IN EDUCATION THAT SUPPORT THE USE OF INSTRUCTIONAL INNOVATIONS WERE STUDIED USING SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES. THE GENERAL DESCRIPTION OF THE HIGH SCHOOL INCLUDED A COMMUNITY PROFILE, THE SCHOOL DESIGN, AND POPULATION. INCLUDED ALSO WERE DESCRIPTIONS OF THE PERSONNEL AND FACILITIES. A MAJOR INNOVATION WAS THE USE OF CLOSED-CIRCUIT TELEVISION COMBINED WITH TEAM TEACHING. THE PROGRAM INCLUDED A TELELESSON OF APPROXIMATELY 25 MINUTES FOLLOWED BY DISCUSSION FOR THE REMAINDER OF THE HOUR. A DESCRIPTIVE ANALYSIS OF GRADE 11 ENGLISH (ED 010 572) AND A DETAILED ANALYSIS OF THE INSTRUCTIONAL PLAN IN USE (ED 010 573) WERE THE OTHER REPORTS OF THE SERIES. (RS)

ED 010 572 56

BUENA VISTA HIGH SCHOOL--DESCRIPTIVE ANALYSIS.
BY- EGBERT, R.L.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-15 PUB DATE 2 FEB 66
REPORT NUMBER BR-5-0738-15
REPORT NUMBER TM-1493/151/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *ENGLISH INSTRUCTION, *INSTRUCTIONAL INNOVATION, *SYSTEMS ANALYSIS, *TEAM TEACHING, CALIFORNIA, COURSE ORGANIZATION, GRADE 11, HIGH SCHOOLS, MICHIGAN, SAGINAW, SANTA MONICA,

A DETAILED SYSTEM DESCRIPTION OF THE 11TH-GRADE ENGLISH COURSE WHICH COMBINES TEAM TEACHING WITH CLOSED-CIRCUIT TELEVISION AT THE BUENA VISTA HIGH SCHOOL IN SAGINAW, MICHIGAN, WAS PRESENTED. THE SECOND IN A SERIES OF THREE REPORTS, THIS REPORT PRESENTED AN ANALYSIS OF (1) COURSE OPERATING PROCEDURES, (2) TIME SPENT IN VARIOUS GROUPINGS AND ACTIVITIES, AND (3) ROTATION OF GROUPS, MATERIALS, EQUIPMENT, AND SPACE. FURTHER DESCRIPTIONS WERE GIVEN OF TELEVISION ACTIVITIES, ATTENDANCE CHECKING AND REPORTING, AND PERSONNEL AND JOB DESCRIPTIONS. FLOW CHARTS AND TABLES WERE INCLUDED. RELATED REPORTS ARE ED 010 571 AND ED 010 573. (RS)

ED 010 573 56
BUENA VISTA HIGH SCHOOL--SYSTEMS ANALYSIS
BY- EGBERT, ROBERT L.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-16
REPORT NUMBER BR-5-0738-16
REPORT NUMBER TM-1493-152-00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL PLANNING, *ENGLISH INSTRUCTION, *GRADE 11, *INSTRUCTIONAL INNOVATION, *SCHOOL ORGANIZATION, CALIFORNIA, MICHIGAN, SAGINAW, SANTA MONICA, SYSTEMS ANALYSIS,

THE OPERATION OF BUENA VISTA HIGH SCHOOL IN SAGINAW, MICHIGAN, AND SUGGESTIONS FOR SYSTEM CHANGES WERE DESCRIBED IN THE THIRD OF A SERIES OF THREE REPORTS. OF GENERAL CONCERN WAS THE USE OF CLOSED-CIRCUIT TELEVISION IN GRADE 11 ENGLISH INSTRUCTION. THE STUDY WAS PART OF A GENERAL INVESTIGATION, USING SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES, OF ORGANIZATIONAL MODIFICATIONS IN EDUCATION THAT SUPPORT THE USE OF INSTRUCTIONAL INNOVATIONS. SOME OF THE PROPOSED MODIFICATIONS FOR IMPROVEMENT OF THE SYSTEM WERE (1) ELIMINATION OF HALF GROUPS, (2) SIMPLIFICATION OF ATTENDANCE CHECKING PROCEDURES, (3) PROVISION FOR SMALLER DISCUSSION GROUPS, (4) MODIFICATION OF THE PRESENT SYSTEM TO PERMIT GROUPS TO BE RECONSTITUTED MORE READILY, AND (5) PROVISION FOR STUDENTS TO SPEND MORE TIME IN DIRECTED STUDY. TWO HYPOTHETICAL PROGRAMS WERE DEVELOPED WHICH REPRESENTED MAJOR CHANGES IN THE CURRENT PROGRAM. SIMULATIONS OF THE OPERATION OF THE PROPOSED PROGRAMS BY THE COMPUTER MODEL PROVIDED A MEANS TO EVALUATE THE POWER OF THE MODEL AND ITS POTENTIAL AS A TOOL. FLOWCHARTS AND TABLES WERE INCLUDED. THE GENERAL DESCRIPTION OF THE HIGH SCHOOL (ED 010 571) AND A DETAILED ANALYSIS OF THE TELEVISION SYSTEM (ED 010 572) WERE THE OTHER REPORTS OF THE SERIES. (RS)

ED 010 574 56
THE ORGANIZATION OF INTERRELATED INDIVIDUAL PROGRESS AND ABILITY LEVEL COURSES IN MATHEMATICS AT GARBER HIGH SCHOOL--AN INTRODUCTION.
BY- BRATTEN, JACK E.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-17 PUB DATE 4 JAN 66
REPORT NUMBER BR-5-0738-17
REPORT NUMBER TM-1493/160/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *INDIVIDUALIZED INSTRUCTION, *INSTRUCTIONAL INNOVATION, *MATHEMATICS CURRICULUM, *SCHOOL ORGANIZATION, *STUDENT NEEDS, CALIFORNIA ESSEXVILLE, CONTINUOUS PROGRESS PLAN SCHOOLS, HIGH SCHOOLS, MICHIGAN, SANTA MONICA, SIMULATION, SYSTEMS ANALYSIS,

AN ANALYSIS OF A HIGH SCHOOL THAT HAS ORGANIZED ITS RESOURCES TO MEET THE EDUCATIONAL NEEDS OF ALL OF ITS STUDENTS WAS DESCRIBED IN THE FIRST OF A SERIES OF THREE REPORTS. THE GARBER HIGH SCHOOL AT ESSEXVILLE, MICHIGAN, WAS DESCRIBED AS AN ORGANIZATION WHICH PERMITTED THE INDIVIDUAL LEARNER TO MOVE THROUGH AS MUCH SUBJECT MATTER AS HE CAN MASTER. DISCUSSION WAS PRESENTED ON (1) THE COMMUNITY, (2) THE SCHOOL, ITS ORGANIZATION AND OBJECTIVES, AND (3) THE ORGANIZATIONAL FEATURE STUDIED WHICH WAS THE MATHEMATICS DEPARTMENT. INCLUDED ALSO WERE DISCUSSIONS OF THE SCHOOL'S USE OF MEDIA FOR INDIVIDUALIZATION AND ITS SPACE AND FACILITIES. SOME OF THE INNOVATIVE PROCEDURES ADOPTED BY THE SCHOOL WERE (1) INDIVIDUALIZED INSTRUCTION, (2) MULTIPLE LEVELS OF INSTRUCTION WITHIN COURSES TO ACCOMMODATE SEVEN LEVELS OF GENERAL ABILITY, (3) NONGRADED PROGRAM, (4) CONTINUOUS PROGRESS OF STUDENTS, (5) FLEXIBLE SCHEDULING, AND (6) MOBILITY OF STUDENTS. FLOWCHARTS, ORGANIZATIONAL STRUCTURE, AND TABLES WERE INCLUDED. RELATED REPORTS ARE ED 010 575 AND ED 010 576. (RS)

ED 010 575 56
THE ORGANIZATION OF INTERRELATED INDIVIDUAL PROGRESS AND ABILITY LEVEL COURSES IN MATHEMATICS AT GARBER HIGH SCHOOL--DESCRIPTIVE ANALYSIS.
BY- BRATTEN, JACK E.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-18 PUB DATE 27 JAN 66
REPORT NUMBER BR-5-0738-18
REPORT NUMBER TM-1493-161-00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *COURSE ORGANIZATION, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL DESIGN, *MATHEMATICS CURRICULUM, *SYSTEMS ANALYSIS, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, ESSEXVILLE, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL INNOVATION, MICHIGAN, PROGRAMED INSTRUCTION, SANTA MONICA, STUDENT NEEDS,

THE OBJECTIVES, PROCEDURES, AND USE OF RESOURCES THAT CHARACTERIZE THE MATHEMATICS DEPARTMENT AT THE GARBER HIGH SCHOOL AT ESSEXVILLE, MICHIGAN, WERE DESCRIBED IN THE SECOND OF A SERIES OF THREE REPORTS. THE MAJOR OBJECTIVES WERE (1) TO PROVIDE ALTERNATE VERSIONS OF THE FUNDAMENTAL SUBSTANTIVE AREAS TO ACCOMMODATE SEVERAL LEVELS OF STUDENT ABILITY, (2) TO PROVIDE STUDENTS WITH THE MEANS TO PROGRESS THROUGH SUBSTANTIVE MATERIAL AS INDIVIDUALS, INDEPENDENTLY FROM EACH OTHER, AND (3) TO PROVIDE A CURRICULUM FROM MATHEMATICAL CONCEPTS WHOSE RELATIONSHIPS WITHIN THE DEPARTMENT AND WITH OTHER DEPARTMENTS IS UNDERSTOOD. THE PROCEDURES EMPLOYED INCLUDED (1) SETTING STUDENT EXPECTANCIES, (2) TEACHING CONCEPT MASTERY, (3) HELPING STUDENTS BY INSTRUCTIONAL ASSISTANCE, (4) USING STUDY GUIDES, (5) GROUPING STUDENTS, AND (6) SWITCHING BETWEEN COURSES. THE FUNCTIONAL SPACE AREAS INCLUDED (1) CLASSROOMS, (2) DEPARTMENT OFFICE AREA, (3) LEARNING RESOURCES AREA, AND (4) TESTING AREA. MEDIA USED IN THE DEPARTMENT AND PERSONNEL ROLES WERE ALSO DESCRIBED. RELATED REPORTS ARE ED 010 574 AND ED 010 576. (RS)

ED 010 576 56
THE ORGANIZATION OF INTERRELATED INDIVIDUAL PROGRESS AND ABILITY LEVEL COURSES IN MATHEMATICS AT GARBER HIGH SCHOOL--SYSTEM ANALYSIS AND SIMULATION.
BY- BRATTEN, JACK E.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-19 PUB DATE 28 FEB 66
REPORT NUMBER BR-5-0738-19
REPORT NUMBER TM-1493/162/00
GRANT OEG-7-14-9120-217

EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *COMPUTER PROGRAMS, *MATHEMATICS INSTRUCTION, *MODELS, *SIMULATION, *SYSTEMS ANALYSIS, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, ESSEXVILLE, MICHIGAN, SANTA MONICA,

A MODEL OF THE MATHEMATICS DEPARTMENT AT THE GARBER HIGH SCHOOL AS ESSEXVILLE, MICHIGAN, AS A SYSTEM FOR PROCESSING STUDENTS WAS DESCRIBED IN THE LAST OF A SERIES OF THREE REPORTS. THE RESULTS OBTAINED THROUGH SIMULATING THE SYSTEM ON A COMPUTER WERE ALSO REPORTED. A FEATURE OF THE PLAN WAS NOTED TO BE ITS FLEXIBILITY IN PROVIDING A UNIQUE PROGRAM OF COURSES TO MEET THE VARIED ABILITIES AND INTERESTS OF INDIVIDUAL STUDENTS. DESCRIPTIONS WERE GIVEN OF (1) A MODEL OF COURSES IN MATHEMATICS SHOWING THE INTERRELATIONSHIPS AMONG 29 COURSES OFFERED BY THE DEPARTMENT AND THE PATHWAYS BY WHICH THE STUDENTS MAY PROCEED, (2) RESULTS OF A COMPUTER SIMULATION OF STUDENT BEHAVIOR AS THEY ARE PROCESSED AND TO PREDICT THE USE TO BE MADE OF THE VARIOUS COURSES WHEN THE DEPARTMENT BECOMES FULLY OPERATIONAL, (3) IMPLICATIONS FOR THE OVERALL PROJECT, AND (4) THE VALUE OF SYSTEMS ANALYSIS AND COMPUTER SIMULATION IN THE STUDY. CHARTS AND TABLES WERE INCLUDED. RELATED REPORTS ARE ED 010 574 AND ED 010 575. (RS)

ED 010 577 56

ANALYSIS OF INSTRUCTIONAL SYSTEMS. REPORT OF A PROJECT, NEW SOLUTIONS TO IMPLEMENTING INSTRUCTIONAL MEDIA THROUGH ANALYSIS AND SIMULATION OF SCHOOL ORGANIZATION. FINAL REPORT.
BY- COGSWELL, JOHN F. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-20 PUB DATE 66
REPORT NUMBER BR-5-0738-20
REPORT NUMBER TM-1493-201-00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.45 HC-$10.88 272P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *INSTRUCTIONAL INNOVATION, *MODELS, *ORGANIZATIONAL CHANGE, *SCHOOL ORGANIZATION, *SYSTEMS ANALYSIS, CALIFORNIA, EDSIM, HIGH SCHOOLS, INNOVATION, INSTRUCTIONAL PROGRAMS, SANTA MONICA, SECONDARY EDUCATION, SIMULATION,

THE USES OF SYSTEMS ANALYSIS AND COMPUTER SIMULATION OF SCHOOL ORGANIZATION WERE EXPLORED TO FIND NEW WAYS TO IMPLEMENT INSTRUCTIONAL MEDIA. THE USES OF SYSTEMS ANALYSIS RECOMMENDED WERE--(1) TO FACILITATE IMPROVEMENT OF PRESENT INSTRUCTIONAL AND EDUCATIONAL PLANNING SYSTEMS AND (2) TO EXPLORE THE FEASIBILITY OF PROPOSED SCHOOL ORGANIZATIONS. THE RECOMMENDED PROCEDURES FOR USE OF SYSTEMS ANALYSIS WERE--(1) DEFINE THE MAJOR OVERALL PROBLEM TO BE SOLVED, (2) MODEL THE SYSTEM, AND (3) USE THE MODEL TO STUDY THE EFFECTS OF CHANGES OF THE SYSTEM. A TECHNIQUE CALLED "EDSIM" WAS DEVELOPED AS PART OF THE PROJECT TO MODEL A SYSTEM BY MEANS OF A COMPUTER PROGRAM. FOLLOWING 11 ANALYSES OF SCHOOL ORGANIZATIONS, IT WAS CONCLUDED THAT ALTERING SCHOOL ORGANIZATIONS TO ACCOMMODATE INDIVIDUAL DIFFERENCES OF STUDENTS REQUIRES (1) ADEQUATE SELF-STUDY INSTRUCTIONAL MATERIALS, AND (2) ADEQUATE SYSTEMS TO PROVIDE INFORMATION TO INSTRUCTORS, COUNSELORS, AND ADMINISTRATORS ABOUT THE STATUS OF INDIVIDUAL STUDENTS. TO MEET THESE NEEDS, THE INVESTIGATORS RECOMMENDED (1) CONTINUED DEVELOPMENT OF THE COMPUTER-BASED SYSTEM TO ASSIST STUDENTS AND COUNSELORS IN PLANNING, (2) CONTINUED STUDY OF THE USE OF INFORMATION PROCESSING FOR STUDENT INSTRUCTION, (3) INSERVICE TRAINING OF SELECTED SCHOOL PERSONNEL IN THE PREPARATION OF INDIVIDUALIZED COURSE MATERIALS, AND (4) DEVELOPMENT OF PROCEDURES FOR THE MANAGEMENT OF CHANGES IN SCHOOLS. (AL)

ED 010 578 56

RESOURCE ALLOCATION PROCESSOR FOR THE SCHOOL SIMULATION VEHICLE PILOT VERSION.
BY- YETT, FRANK A.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-21 PUB DATE 23 JAN 64
REPORT NUMBER BR-5-0738-21
REPORT NUMBER TM-1493/300/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *COMPUTER PROGRAMS, *MODELS, *SCHOOL ORGANIZATION, *SIMULATION, *SYSTEMS ANALYSIS, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, EDUCATIONAL PLANNING, PILOT PROJECTS, SANTA MONICA,

A DESCRIPTION WAS PRESENTED OF A SIMULATION VEHICLE THAT WAS BEING DEVELOPED TO PERMIT MODELING ANY SCHOOL CONFIGUATION. THE MODEL WAS CONSIDERED AS HAVING TWO MAJOR PARTS--(1) THE ACTIVITY PROCESSOR AND (2) THE RESOURCE ALLOCATION PROCESSOR. THE ADDITION OF THE RESOURCE ALLOCATION PROCESSOR TO THE PREVIOUSLY DEVELOPED SIMULATION VEHICLE PROVIDES FOR (1) THE LOGICAL FLOW AND (2) THE THE CAPABILITY FOR CONTROL OF RESOURCES (PERSONS, PLACES, AND THINGS) BY ANALYZING THE TERMINATION, CONTINUATION, AND ACTIVATION OF ACTIVITIES ACCORDING TO THE LOGICAL DEMANDS OF THE SIMULATION VEHICLE AND THE CURRENT EXPRESSION OF THE SYSTEMS RESOURCE CAPABILITIES. FLOWCHARTS OF THE RESOURCE ALLOCATION PROCESSOR ARE INCLUDED. RELATED REPORTS ARE ED 010 559 AND ED 010 577 THROUGH ED 010 581. (AL)

ED 010 579 56

A COMPUTER SIMULATION VEHICLE FOR EDUCATIONAL SYSTEMS.
BY- COGSWELL, J. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-22 PUB DATE 22 MAR 65
REPORT NUMBER BR-5-0738-22
REPORT NUMBER TM-1493-314-00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *COMPUTER PROGRAMS, *MODELS, *SIMULATION, *STUDENT CHARACTERISTICS, *SYSTEMS ANALYSIS, CALIFORNIA, EDUCATIONAL PLANNING, HIGH SCHOOLS, SANTA MONICA, SCHOOL DESIGN, SCHOOL ORGANIZATION,

CHARACTERISTICS AND CONSTRUCTION OF A COMPUTER SIMULATION MODEL FOR SIMULATING BEHAVIOR OF STUDENTS AND STAFF IN A SCHOOL WERE DESCRIBED. THIS MODEL INCORPORATED SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES AND WAS EXPECTED TO PROVIDE DESIGN RECOMMENDATIONS FOR MORE PERVASIVE AND INTERGRATED CHANGES THROUGHOUT THE SCHOOLS. THE MODEL WAS CONSTRUCTED SO THAT A HIGH SCHOOL CAN BE DESCRIBED IN TERMS OF SCHOOL CHARACTERISTICS AND STUDENT CHARACTERISTICS THAT BEAR ON THE INSTRUCTIONAL PLAN OF THE SCHOOL. A FULL

DESCRIPTION OF THE MODEL AND PLANS FOR SIMULATION OF SELECTED HIGH SCHOOLS WAS PRESENTED. RELATED REPORTS ARE ED 010 559 AND ED 010 577 THROUGH ED 010 581. (RS)

ED 010 580 56

NEW SOLUTIONS TO IMPLEMENTING INSTRUCTIONAL MEDIA THROUGH ANALYSIS AND SIMULATION OF SCHOOL ORGANIZATION.
BY- COGSWELL, JOHN F.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-23 PUB DATE 24 MAR 64
REPORT NUMBER BR-5-0738-23
REPORT NUMBER TM-1809
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *INSTRUCTIONAL INNOVATION, *MODELS, *SCHOOL ORGANIZATION, *SIMULATION, *SYSTEMS ANALYSIS, BRIGHAM YOUNG UNIVERSITY, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, CULVER CITY, DATA COLLECTION, HIGH SCHOOLS, ORGANIZATIONAL CHANGE, PROVO, SANTA MONICA, SCHOOL PLANNING, UTAH,

A PROJECT WAS DESCRIBED THAT WOULD USE SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES TO FIND NEW WAYS TO IMPLEMENT INSTRUCTIONAL MEDIA. THE FOUR MAJOR STEPS TO BE TAKEN FOR THIS STUDY ARE--(1) SURVEY AND SELECTION OF HIGH SCHOOLS, (2) SYSTEM ANALYSIS OF THE FIVE HIGH SCHOOLS SELECTED FOR STUDY, (3) CONSTRUCTION OF A COMPUTER-SIMULATION VEHICLE TO BUILD MODELS OF THE SCHOOLS AND OF HYPOTHETICAL CHANGES IN THE SCHOOLS, AND (4) SIMULATION AND STUDY OF THE FIVE SCHOOLS SELECTED WHICH WILL RANGE FROM FAIRLY TRADITIONAL TO HIGHLY INNOVATIVE. THE SCHOOLS ARE BEING SELECTED BY ANALYSIS OF QUESTIONNAIRES SUBMITTED TO 200 HIGH SCHOOLS IDENTIFIED BY STATE DEPARTMENTS OF EDUCATION AS BEING INVOLVED IN INNOVATION. AT THE TIME OF REPORTING, TWO OF THE FIVE SCHOOLS HAD BEEN SELECTED. THESE WERE--(1) THE CONTINUOUS PROGRESS PLAN SCHOOL DEVELOPED BY DR. EDWIN READ AT BRIGHAM YOUNG UNIVERSITY LABORATORY SCHOOL AND (2) THE CULVER CITY HIGH SCHOOL IN LOS ANGELES. ANALYSIS OF THE SCHOOLS CONSISTS OF (1) COLLECTING DATA DESCRIPTIVE OF THE HIGH SCHOOL, AND (2) TRANSLATING THE DATA INTO FLOW CHARTS. FOLLOWING THE ANALYSIS, DESIGN CHANGES IN THE ORGANIZATIONAL STRUCTURE TO FACILITATE USE OF THE NEW MEDIA WILL BE SUGGESTED AND THESE CHANGES WILL BE EVALUATED BY USE OF THE COMPUTER-SIMULATION VEHICLE. RELATED REPORTS ARE ED 010 559 AND ED 010 577 THROUGH ED 010 581. (AL)

ED 010 581 56

CONSTRUCTION AND USE OF THE SCHOOL SIMULATION VEHICLE.
BY- COGSWELL, JOHN F. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-24 PUB DATE 1 SEP 64
REPORT NUMBER BR-5-0738-24
REPORT NUMBER TM-2084
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *COMPUTER PROGRAMS, *INSTRUCTIONAL INNOVATION, *SCHOOL DESIGN, *SIMULATION, *SYSTEMS ANALYSIS, CALIFORNIA, CONTINUOUS PROGRESS PLAN SCHOOLS, HIGH SCHOOLS, INSTRUCTIONAL DESIGN, MODELS, SANTA MONICA, SCHOOL ORGANIZATION, SCHOOL PLANNING, STUDENT CHARACTERISTICS,

THE PLANS FOR A SIMULATION MODEL USING SYSTEMS ANALYSIS AND COMPUTER SIMULATION TECHNIQUES WERE PRESENTED. THE TECHNIQUES AND DESIGN RECOMMENDATIONS WERE INTENDED TO FIND NEW METHODS FOR IMPLEMENTING INSTRUCTIONAL MEDIA. FOUR MAJOR STEPS WERE INVOLVED IN THE PROJECT--(1) SURVEY AND SELECTION OF HIGH SCHOOLS, (2) SYSTEMS ANALYSIS OF FIVE HIGH SCHOOLS SELECTED, (3) CONSTRUCTION OF A COMPUTER-SIMULATION VEHICLE, AND (4) SIMULATION AND STUDY OF THE FIVE HIGH SCHOOLS WITH THE MODEL. THE REPORT CONCENTRATED ON DISCUSSION OF THE CONSTRUCTION OF THE MODEL AND THE SIMULATION STUDY. THE MODEL WAS CONSTRUCTED TO DESCRIBE A SCHOOL IN TERMS OF ITS CHARACTERISTICS AND STUDENT CHARACTERISTICS THAT BEAR ON THE INSTRUCTIONAL PLAN OF THE SCHOOL. PRELIMINARY STUDIES WITH THE MODEL WERE BEING CONDUCTED WHICH INVOLVE THE MODELING ASPECTS OF THE CONTINUOUS PROGRESS PLAN. THIS PLAN WAS DESIGNED TO PERMIT STUDENTS TO PROGRESS AT THEIR INDIVIDUAL RATES. THE REAL TEST OF THE MODEL'S VALIDITY WILL COME WHEN ITS PREDICTED EFFECTS ARE IN FACT CARRIED OUT IN THE SCHOOL ENVIRONMENT. RELATED REPORTS ARE ED 010 559 AND ED 010 577 THROUGH ED 010 581. (RS)

ED 010 582 56 75

EXPLORATIONS IN COMPUTER-ASSISTED COUNSELING.
BY- COGSWELL, JOHN F. ESTAVAN, DONALD P.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1130-25 PUB DATE 6 AUG 65
REPORT NUMBER BR-5-0738-25
REPORT NUMBER TM-2582/000/00
GRANT OEG-7-14-9120-217
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *COMPUTER PROGRAMS, *COUNSELING, *EDUCATIONAL EXPERIMENTS, *HIGH SCHOOL STUDENTS, *INTERVIEWS, *MODELS, ACADEMIC PERFORMANCE, CALIFORNIA, COGNITIVE ABILITY, EDUCATIONAL PLANNING, OVERT RESPONSE, SANTA MONICA, SCHEDULING,

MODELS OF A SCHOOL COUNSELOR'S COGNITIVE BEHAVIOR IN THE APPRAISAL OF STUDENT INFORMATION AND OF HIS OVERT VERBAL RESPONSES IN THE "EDUCATIONAL PLANNING INTERVIEW" WERE MADE WITH COMPUTER PROGRAMS AND COMPUTER-CONTROLLED EQUIPMENT. THE VERBALIZATIONS OF THE COUNSELOR WHILE REVIEWING THE RECORDS OF 20 NINTH-GRADE STUDENTS PRIOR TO INTERVIEWS AND WHILE CONVERSING WITH THE STUDENTS DURING THE INTERVIEWS WERE USED TO CONSTRUCT THE MODEL. THE AUTOMATED INTERVIEW IS CONDUCTED BY A TELETYPE UNDER CONTROL OF A G-32 COMPUTER IN A TIME-SHARING MODE. THIS AUTOMATED INTERVIEW PROGRAM WAS PLANNED TO REVIEW STUDENT PROGRESS, COLLECT COMMENTS FROM THE STUDENTS, REACT TO STUDENT PLANS, AND HELP THE STUDENT PLAN A SCHEDULE OF HIGH SCHOOL COURSES. TO ASSESS THE VALIDITY OF THE MODEL, THE AUTOMATED SYSTEMS WERE COMPARED TO THE RESPONSES OF THE ORIGINAL HUMAN COUNSELOR WITH A NEW SAMPLE OF 20 STUDENTS FROM THE SAME POPULATION. THE STUDY INDICATED THE POTENTIAL VALUE OF THE AUTOMATED PROCEDURE FOR BOTH RESEARCH AND FIELD APPLICATION. (TC)

ED 010 583 24

LANGUAGE AND EDUCATION OF THE DEAF.
BY- KOHL, HERBERT R.
CENTER FOR URBAN EDUCATION, NEW YORK, N.Y.
REPORT NUMBER BR-6-2868 PUB DATE 66
REPORT NUMBER POLICY STUDY 1

EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *AURALLY HANDICAPPED, *DEAF EDUCATION, *DEAF RESEARCH, *EDUCATIONAL PHILOSOPHY, *FINGER SPELLING, *LIPREADING, ACADEMIC ACHIEVEMENT, AUDITION (PHYSIOLOGY), COGNITIVE ABILITY, COGNITIVE DEVELOPMENT, DEAF CHILDREN, EDUCATIONAL IMPROVEMENT, EDUCATIONAL PROBLEMS, NEW YORK, NEW YORK CITY, PERSONALITY DEVELOPMENT, PERSONALITY PROBLEMS, SPECIAL EDUCATION,

THE EDUCATION AND ACHIEVEMENT OF THE TOTALLY DEAF IN CONTEMPORARY AMERICAN SOCIETY WERE DESCRIBED. DISCUSSED IN DETAIL WERE THE FOLLOWING TOPICS--(1) A DESCRIPTIVE MODEL OF DEAF INDIVIDUALS, (2) EDUCATION OF THE DEAF, (3) SIGN LANGUAGE, AND (4) EXPERIMENTAL RESEARCH IN LANGUAGE AND CONCEPT FORMATION. THESE DISCUSSIONS SUGGESTED THAT THE PERSONALITY PROBLEMS OF THE DEAF, AS WELL AS THEIR PROBLEMS OF COGNITIVE LIMITATION, EDUCATIONAL ACHIEVEMENT, AND SOCIAL ADJUSTMENT (BEYOND WHATEVER PROBLEMS MAY EXIST IN THEIR FAMILY LIFE), MAY BE THE RESULTS OF CURRENT LIMITATIONS OF SIGN LANGUAGE AND INADEQUATE METHODS OF DEAF EDUCATION. THE AUTHOR SUGGESTS THERE IS A NEED FOR (1) MORE KNOWLEDGE ABOUT THE DEAF POPULATION OF THE UNITED STATES, (2) AN EXAMINATION OF THE REASONS FOR THE CONTINUED EXISTENCE OF FAILING PHILOSOPHIES OF EDUCATION OF THE DEAF, (3) AN INQUIRY INTO THE ATTITUDES OF THE DEAF TOWARD THE EDUCATION THEY RECEIVE, AND (4) A STUDY OF THE ORGANIZATIONS OF AND FOR THE DEAF AND THE ROLE OF THE DEAF IN THESE ORGANIZATIONS. (AL)

ED 010 584 24

THE LEGAL STATUS OF THE NON-PUBLIC COLLEGE AND UNIVERSITY IN THE UNITED STATES.
BY- HALSTEAD, FRANCIS E.
DENVER UNIV., COLO.
REPORT NUMBER CRP-S-447 PUB DATE AUG 66
REPORT NUMBER BR-5-0388
CONTRACT OEC-6-10-102
EDRS PRICE MF-$0.45 HC-$12.12 303P.

DESCRIPTORS- *COLLEGES, *COURT LITIGATION, *PRIVATE SCHOOLS, *STATE LAWS, *UNIVERSITIES, COLORADO, COURT ROLE, DENVER, HIGHER EDUCATION, LAWS, LEGAL PROBLEMS, LEGISLATION, NATIONAL SURVEYS, STATE ACTION, STATE GOVERNMENT, STATES POWERS,

A NATIONAL SURVEY WAS CONDUCTED TO IDENTIFY THE RELATIONSHIPS OF SUBSTANTIVE (WRITTEN) AND COMMON LAW TO THE ORGANIZATION AND OPERATION OF NONPUBLIC U.S. COLLEGES AND UNIVERSITIES. A MULTIPHASED PROCEDURE WAS EMPLOYED. INITIALLY, LITERATURE WAS REVIEWED TO TRACE THE HISTORICAL-LEGAL DEVELOPMENT OF NONPUBLIC HIGHER EDUCATION IN THE UNITED STATES. THE CONSTITUTIONS AND STATUTES OF THE 50 STATES WERE SEARCHED. THE RESULTING DATA WERE COMPILED AND ANALYZED TO DETERMINE THE EXTENT TO WHICH EACH STATE MADE PROVISION FOR THE ORGANIZATION AND OPERATION OF NONPUBLIC INSTITUTIONS. FURTHER, THE CHARTERS OF A STRATIFIED SAMPLE OF NONPUBLIC INSTITUTIONS OF HIGHER LEARNING WERE COLLECTED AND ANALYZED UNDER FOUR CHRONOLOGICAL PERIODS CORRESPONDING TO DATES OF FOUNDING. THE PURPOSE OF THIS ANALYSIS WAS TO DETERMINE WHETHER THE POWERS GRANTED IN THE CHARTERS JUSTIFIED THE ASSUMPTION THAT THE STATE EXERTED INCREASED CONTROL OVER NONPUBLIC COLLEGES AND UNIVERSITIES FROM 1636 TO 1965. THE POWERS CONTAINED IN THESE CHARTERS WERE CLASSIFIED UNDER SEVERAL ACTIVITY AREAS TO SHOW THE TYPE OF POWER GRANTED TO NONPUBLIC INSTITUTIONS BY THE STATES. AS A FINAL ACTIVITY, PRINCIPLES OF COMMON LAW APPLICABLE TO NONPUBLIC HIGHER EDUCATION WERE EXAMINED BY REVIEWING AND SUMMARIZING RELEVANT COURT CASES. THE SURVEY FINDINGS OF THE LEGAL STATUS OF NONPUBLIC EDUCATION SHOWED SIGNIFICANT DIFFERENCES AMONG THE 50 STATES. (GC)

ED 010 585 24

INNOVATIONS IN THE DEVELOPMENT OF CURRICULA FOR DIFFERENTIALLY-PACED SYSTEMS.
BY- OLIAN, MAXINE
NEW YORK INST. OF TECHNOLOGY INC.
REPORT NUMBER CRP-S-664 PUB DATE 15 DEC 66
REPORT NUMBER BR-5-8419
CONTRACT OEC-1-6-058419-0434
EDRS PRICE MF-$0.63 HC-$18.00 450P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *CURRICULUM DEVELOPMENT, *DEMONSTRATION PROGRAMS, *PROGRAMED INSTRUCTION, *SELF PACING MACHINES, COLLEGE INSTRUCTION, COURSE OBJECTIVES, CURRICULUM ENRICHMENT, ECONOMICS, ELECTRONICS, INDIVIDUALIZED PROGRAMS, INSTRUCTIONAL INNOVATION, LEARNING PROCESSES, LONG ISLAND, MODELS, NEW YORK, NEW YORK CITY, OLD WESTBURY, PACING, PHYSICS, SCIENCE COURSES,

A MODEL FOR CURRICULUM DEVELOPMENT WITH DIFFERENTIALLY PACED SYSTEMS OF LEARNING WAS DESIGNED, IMPLEMENTED, AND EVALUATED. THE MODEL WAS BASED ON THE CURRENT STATE-OF-THE-ART AND PROVIDED DETAILED MECHANIZATION BY WHICH STUDENTS IN MASS TRAINING EFFORTS COULD PROCEED AT THEIR OPTIMAL, INDIVIDUAL RATES OF LEARNING TOWARD THE ATTAINMENT OF COURSE OBJECTIVES. DETAILED PROCEDURES PRESENTED AN ITEM ANALYSIS FOR EACH COURSE ADAPTED TO THE MODEL--"DC AND AC CIRCUITS," BASIC ELECTRONICS," "GENERAL PHYSICS," AND "PRINCIPLES OF ECONOMICS." COURSE BREAKDOWNS BY TOPIC AND SUGGESTED SOURCE REFERENCES FOR STUDY WERE PROVIDED. PRELIMINARY EVALUATIONS OF THE NEW CURRICULUM MATERIALS INDICATED THE POTENTIAL FOR ENRICHMENT WHEN THE MATERIALS WERE USED AS MINIMUM COURSE REQUIREMENTS AND GUIDES. (GD)

ED 010 586 24

RULE GENERALITY AND CONSISTENCY IN MATHEMATICS LEARNING.
BY- SCANDURA, JOSEPH M.
FLORIDA ST. UNIV., TALLAHASEE
REPORT NUMBER BR-6-8013 PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *MATHEMATICAL APPLICATIONS, *MATHEMATICAL EXPERIENCE, *PROBLEM SOLVING, *PSYCHOLOGICAL STUDIES, *TESTING PROBLEMS, EDUCATIONAL STRATEGIES, FLORIDA, LEARNING EXPERIENCE, MATHEMATICS MATERIALS, PERFORMANCE FACTORS, TALLAHASSEE,

PSYCHOLOGICAL PRINCIPLES INVOLVED WITH RULE GENERALITY (DEGREE OF NONSPECIFICITY) AND PERFORMANCE CONSISTENCY IN MATHEMATICAL PRESENTATIONS WERE STUDIED. SPECIFICALLY, THE PURPOSES WERE (1) TO DETERMINE IF TEST BEHAVIOR CONFORMS TO THE SCOPE OF A VERBALLY ADMINISTERED TEST RULE, (2) TO EXPLORE THE INTERPRETABILITY OF VERBAL TEST RULES, AND (3) TO DETERMINE WHETHER "WITHIN SCOPE" USE OF A RULE IMPLIES "BEYOND SCOPE" USE WHEN NO INFORMATION IS GIVEN AS TO WHEN A

RULE IS AND IS NOT APPROPRIATE. TWO EXPERIMENTS WERE CONDUCTED. IN EXPERIMENT 1, 85 COLLEGE STUDENTS PARTICIPATED IN A GAME OF NUMBERS, USING 1 OF 3 RULES (OF VARYING GENERALITY) FOR WINNING THE GAME. IN EXPERIMENT 2, THE VARIABLES WERE RULE GENERALITY (3 LEVELS) AND EXAMPLE (GIVEN-NOT GIVEN). THE MATERIALS, BASED ON ARITHMETIC SERIES, WERE PRESENTED TO 114 JUNIOR HIGH SCHOOL STUDENTS. EACH STUDENT WAS TESTED ON THREE PROBLEMS--(1) WITHIN THE SCOPE OF THREE SEPARATE RULES, (2) WITHIN THE SCOPE OF THE TWO MORE GENERAL RULES, AND (3) ONLY WITHIN THE SCOPE OF THE MOST GENERAL RULE. FINDINGS WERE THAT (1) EACH GROUP'S PERFORMANCE WAS AT ESSENTIALLY THE SAME LEVEL ON THE "WITHIN SCOPE" PROBLEMS, (2) THE RULE TAUGHT FOR ONE PROBLEM TENDED TO BE USED BY THE SUBJECTS ON SUCCEEDING PROBLEMS WHETHER APPROPRIATE OR NOT, AND (3) THE "MOST SPECIFIC" RULE WAS BETTER LEARNED THAN OTHERS. PRACTICAL IMPLICATIONS FOR TESTING AND THEORETICAL QUESTIONS WERE DISCUSSED. (RS)

ED 010 587 24
ENVIRONMENTAL STIMULATION AND INTELLECTUAL DEVELOPMENT OF MEXICAN-AMERICAN CHILDREN--AN EXPLORATORY PROJECT.
BY- HENDERSON, RONALD W.
ARIZONA UNIV., TUCSON
REPORT NUMBER BR-6-8068 PUB DATE 66
EDRS PRICE MF-$0.36 HC-$9.68 242P.

DESCRIPTORS- *EARLY EXPERIENCE, *ENVIRONMENTAL INFLUENCES, *FAMILY CHARACTERISTICS, *INTELLECTUAL DEVELOPMENT, *MEXICAN AMERICANS, ARIZONA, BACKGROUND, BILINGUAL STUDENTS, COMPARATIVE ANALYSIS, CULTURALLY DISADVANTAGED, DISADVANTAGED ENVIRONMENT, EDUCATIONAL EXPERIENCE, GOODENOUGH HARRIS DRAWING TEST, GRADE 1, INDEX OF STATUS CHARACTERISTICS, INTERVIEWS, TUCSON, VAN ALSTYNE PICTURE VOCABULARY TEST,

THE RELATIONSHIP BETWEEN SPECIFIC ENVIRONMENTAL (SUBCULTURAL) FACTORS AND THE DEVELOPMENT OF INTELLECTUAL ABILITIES OF MEXICAN-AMERICANS WAS STUDIED. THE SAMPLE CONSISTED OF 80 FIRST-GRADERS AND THEIR FAMILIES. ASSIGNMENTS WERE MADE FOR COMPARISON OF THE SUBJECTS INTO EITHER A HIGH POTENTIAL GROUP OR A LOW POTENTIAL GROUP. ASSIGNMENTS WERE DETERMINED BY COMPOSITE SCORES OBTAINED ON THE VAN ALSTYNE PICTURE VOCABULARY TEST AND THE GOODENOUGH-HARRIS DRAWING TEST. INTERVIEWS WERE THEN CONDUCTED WITH THE MOTHERS OF THE SUBJECTS AND TRANSCRIBED. RATING SCALES WERE USED TO MEASURE 33 CHARACTERISTICS, RELATING TO A SET OF NINE ENVIRONMENTAL PROCESS VARIABLES. AN INDEX OF STATUS CHARACTERISTICS WAS COMPUTED FOR EACH FAMILY, AND ENVIRONMENTAL RATINGS OF FAMILY LIFE WERE OBTAINED. THE CHILDREN IN THE HIGH POTENTIAL GROUP WERE FOUND TO COME FROM BACKGROUNDS THAT OFFERED A GREATER VARIETY OF STIMULATING EXPERIENCES THAN WERE AVAILABLE TO MOST CHILDREN IN THE LOW POTENTIAL GROUP. IN ADDITION, HIGH POTENTIAL CHILDREN SCORED SIGNIFICANTLY HIGHER ON VOCABULARY TESTS IN BOTH ENGLISH AND SPANISH. FURTHER RESEARCH WAS SUGGESTED TO BE BASED ON OBSERVATION RATHER THAN INTERVIEW REPORTS AND TO FOCUS IN GREATER DEPTH ON A NARROWER RANGE OF VARIABLES IN A STUDY OF INTELLECTUAL DEVELOPMENT. (RS)

ED 010 588 24
PLANNING TESTS TO MEASURE OUTCOMES OF THE RESEARCH PROGRAM EDUCATION THROUGH VISION. FINAL REPORT.
BY- TRISMEN, DONALD A.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
REPORT NUMBER BR-6-8150 PUB DATE MAY 66
CONTRACT OEC-6-10-342
EDRS PRICE MF-$0.18 HC-$3.04 76P.

DESCRIPTORS- *COGNITIVE TESTS, *CURRICULUM DEVELOPMENT, *MEASUREMENT INSTRUMENTS, *TEST CONSTRUCTION, *VISUAL LEARNING, *VISUAL MATERIALS, ACHIEVEMENT TESTS, ASSOCIATIVE LEARNING, COGNITIVE DEVELOPMENT, EDUCATION THROUGH VISION PROGRAM, LEARNING THEORIES, NEW JERSEY, PERFORMANCE, PRINCETON, TRANSFER OF TRAINING,

CONCEPTS FOR USE IN LINKING VISUAL INPUTS TO COGNITIVE OUTCOMES WERE PRESENTED. IN ADDITION, TWO EVALUATION PROPOSALS FOR THE CONTINUING CURRICULUM DEVELOPMENT PROGRAM, EDUCATION THROUGH VISION, WERE DETAILED. SAMPLES OF THIS PROGRAM'S TEST BATTERY WERE INCLUDED IN THE REPORT WITH THE TWO EVALUATION PROPOSALS FOR DETERMINING THE EFFECTS OF THE PROGRAM IN TERMS OF RELEVANT ABILITY AND ACHIEVEMENT VARIABLES. (GD)

ED 010 589 24
THE INFLUENCE OF DISCRIMINATIVE CONTEXT ON THE RELATIVE EFFECTIVENESS OF PERCEPTUAL AND GRAPHEMIC REPRESENTATIONS IN SECOND-LANGUAGE LEARNING.
BY- KUNIHIRA, SHIROU MCDONALD, FREDERICK J.
STANFORD UNIV., CALIF.
REPORT NUMBER BR-6-8727 PUB DATE 66
GRANT OEG-4-7-068727-0233
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *DISCRIMINATION LEARNING, *GRAPHEMES, *LANGUAGE INSTRUCTION, *LISTENING, *PERCEPTION, CALIFORNIA, GRADE 6, JAPANESE, LEARNING ACTIVITIES, READING COMPREHENSION, STANFORD, TRAINING,

THE TWO-FOLD PURPOSE OF THIS STUDY WAS TO (1) INVESTIGATE THE RELATIVE EFFECTIVENESS OF GRAPHEMIC AND PERCEPTUAL REPRESENTATIONS IN TEACHING CONCEPTS OF FOREIGN LANGUAGE WORDS, AND (2) DETERMINE WHAT HAPPENS UPON PRESENTING SUCH REPRESENTATIONS IN THE CONTEXT OF OTHERS. FOR THE PURPOSES OF THIS STUDY, A PERCEPTUAL REPRESENTATION WAS DEFINED AS "A COLOR OR A LINE-DRAWING" OF AN OBJECT, AND A GRAPHEMIC REPRESENTATION AS AN "ENGLISH NAME FOR A COLOR, GEOMETRIC FIGURE, OR AN OBJECT." STUDY PARTICIPANTS WERE 136 SIXTH-GRADE PUBLIC SCHOOL CHILDREN. USING VARIOUS TREATMENTS, THESE CHILDREN WERE TRAINED FOR LISTENING COMPREHENSION OF 12 JAPANESE NAMES FOR COLORS AND OBJECTS, AND THEN TESTED FOR UNDERSTANDING OF THESE JAPANESE WORDS IMMEDIATELY AFTER TRAINING AND 1 WEEK LATER. READING COMPREHENSION WAS ALSO TESTED (ABILITY TO READ THE JAPANESE WORDS IN ROMANIZED SPELLING). FINDINGS INDICATED THAT PERCEPTUAL REPRESENTATION TRAINING RESULTED IN BETTER LISTENING AND READING COMPREHENSION THAN GRAPHEMIC TRAINING. TRAINING WITH OR WITHOUT DISCRIMINATIVE CONTEXT DID NOT RESULT IN SIGNIFICANT DIFFERENCES IN COMPREHENSION. (JH)

ED 010 590 72
DEVELOPMENT OF DIAGNOSTIC ANALYTICAL AND MECHANICAL ABILITY TESTS THROUGH FACET DESIGN AND ANALYSIS.
BY- GUTTMAN, LOUIS, SCHLESINGER, I.M.
ISRAEL INST. OF APPLIED SOCIAL RES., JERUSALEM
REPORT NUMBER CRP-OE-4-21-014 PUB DATE 66

REPORT NUMBER PL-480-1
EDRS PRICE MF-$0.18 HC-$3.84 96P.

DESCRIPTORS- *ITEM ANALYSIS, *MEASUREMENT INSTRUMENTS, *PREDICTIVE MEASUREMENT, *SET THEORY, *TEST CONSTRUCTION, APTITUDE TESTS, DIAGNOSTIC TESTS (EDUCATION), FACTOR ANALYSIS, ISRAEL, JERUSALEM, VOCATIONAL EDUCATION,

METHODOLOGY BASED ON FACET THEORY (MODIFIED SET THEORY) WAS USED IN TEST CONSTRUCTION AND ANALYSIS TO PROVIDE AN EFFICIENT TOOL OF EVALUATION FOR VOCATIONAL GUIDANCE AND VOCATIONAL SCHOOL USE. THE TYPE OF TEST DEVELOPMENT UNDERTAKEN WAS LIMITED TO THE USE OF NONVERBAL PICTORIAL ITEMS. ITEMS FOR TESTING ABILITY TO IDENTIFY ELEMENTS BELONGING TO AN ORDERED SET (ANALOGY TESTING) WERE CONSTRUCTED ON THE BASIS OF FACET DESIGN, AND THE ELEMENTS OF THE SET WERE PRESENTED IN SIMPLE DIAGRAMMATIC DRAWINGS. THE TWO TESTS DEVISED IN THIS PROJECT WERE AN ANALYTICAL ABILITY TEST AND A MECHANICAL COMPREHENSION TEST. THE ATTRIBUTES, FUNCTIONS, AND ARRANGEMENTS EMPLOYED IN THE ANALYTICAL ABILITY TEST WERE DESCRIBED. THE ITEMS EMPLOYED IN THE ANALYTICAL ABILITY TEST WERE OF THREE CLASSES—(1) CLASS A - WHERE FIGURES VARIED IN SIZE, DIRECTION, OR PLACE, (2) CLASS B - WHERE SHAPE WAS AN ATTRIBUTE WHICH VARIED, AND (3) CLASS C - WHERE FUNCTION WAS EXHIBITED BY DIFFERENT ATTRIBUTES OR DIFFERENT SETS OF VALUES OF AN ATTRIBUTE. DESCRIPTIONS WERE INCLUDED OF (1) DISTRACTORS OF THE ANALYTICAL ABILITY TEST, (2) ANALYTICAL ABILITY TEST BOOKLETS, (3) ITEMS OF THE MECHANICAL COMPREHENSION TEST, (4) MECHANICAL COMPREHENSION TEST BOOKLETS, AND (5) SOME NEW METHODS OF ITEM ANALYSIS. DATA COLLECTION INCLUDED THE ADMINISTRATION OF THE CONSTRUCTED TESTS TO A SAMPLE OF 637 PUPILS IN GRADES 7, 8, AND 9. CONCLUSIONS WERE (1) FACET DESIGN COULD BE EMPLOYED IN ITEM CONSTRUCTION, (2) THE DEGREE OF SUCCESS (TEST DEVELOPMENT) ACHIEVED WAS UNEVEN, DIFFERING WITH THE KIND OF TEST AND THE NATURE OF ANALYSIS CONDUCTED, AND (3) VARIOUS REGIONS OF CLASSES, ARRANGEMENTS, AND FUNCTIONS, AS WELL AS THE SUBTESTS OF THE MECHANICAL TEST SHOULD PROVE IMPORTANT FOR PREDICTIVE MEASUREMENT. (RS)

ED 010 591 24

TYPEWRITING INSTRUCTION AS AN AID TO THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE.
BY- MCLEOD, DORIS G. FIRST, RAMONA
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-S-040 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *INSTRUCTIONAL AIDS, *LANGUAGE INSTRUCTION, *LANGUAGE TESTS, *TYPEWRITING, AMERICAN LANGUAGE INSTITUTE, CALIFORNIA, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, LANGUAGE PATTERNS, LANGUAGE RESEARCH, SAN FRANCISCO,

THE HYPOTHESIS THAT TYPEWRITING INSTRUCTION COULD BE USED AS AN AID TO THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE WAS TESTED. STUDENTS WERE ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS, MATCHED ON THE BASIS OF PRECOURSE ENGLISH LANGUAGE TEST SCORES AND SUCH OTHER FACTORS AS NATIVE LANGUAGE. BOTH GROUPS COMPLETED THE REGULAR 12-WEEK, ENGLISH LANGUAGE PROGRAM OF THE AMERICAN LANGUAGE INSTITUTE (ALI) AND WERE EXPOSED TO THE SAME NUMBER OF INSTRUCTIONAL PERIODS. SPECIAL TYPEWRITING INSTRUCTION WAS GIVEN TO THE EXPERIMENTAL GROUP FOR THREE PERIODS A WEEK, WHILE THE CONTROL GROUP HAD AN EQUIVALENT THREE PERIODS A WEEK OF ENGLISH PATTERN PRACTICE WITHOUT TYPEWRITING. AT THE END OF THE PROGRAM, ALL OF THE STUDENTS WERE GIVEN THE STANDARD POSTCOURSE ENGLISH LANGUAGE TESTS OF THE ALI. PRECOURSE AND POSTCOURSE ENGLISH LANGUAGE TEST SCORES WERE STATISTICALLY TREATED. COMPARISONS OF THE TEST SCORES, ADJUSTED FOR DIFFERING LEVELS OF ABILITY WHERE CONTROL VARIABLES WERE AVAILABLE, SHOWED A CONSISTENT PATTERN OF SUPERIOR SCORES AMONG THE EXPERIMENTAL GROUP SUBJECTS. ADJUSTED MEAN SCORES FOR THE EXPERIMENTAL GROUP ON THE SAN FRANCISCO STATE COLLEGE TEST, THE EXAMINATION IN STRUCTURE TEST, AND THE TEST OF AURAL COMPREHENSION WERE SIGNIFICANTLY GREATER THAN THOSE ADJUSTED FOR THE CONTROL GROUP. MEAN ENGLISH LANGUAGE TEST SCORES ALSO FAVORED THE EXPERIMENTAL GROUP, BUT LESS SIGNIFICANTLY. (GC)

ED 010 592 64

A FEASIBILITY STUDY FOR ESTABLISHING A PILOT CENTER FOR ANALYSIS AND DEMONSTRATION OF EDUCATIONAL RESOURCES AT WAYNE STATE UNIVERSITY.
BY- HILL, JOSEPH E.
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER NDEA-VIIB-267 PUB DATE JUN 65
GRANT OEG-3-16-026
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *ORGANIZATION, *RESOURCE CENTERS, *SYSTEMS DEVELOPMENT, BUDGETING, COMPUTER ASSISTED INSTRUCTION, DETROIT, EDUCATIONAL RESOURCES, FINANCIAL NEEDS, MICHIGAN, PILOT PROJECTS, PROGRAMED INSTRUCTION, SPEECH IMPROVEMENT, TEACHER EDUCATION,

THE FEASIBILITY OF ESTABLISHING AN EDUCATIONAL RESOURCE CENTER WAS EVALUATED. INCLUDED IN THIS REPORT ARE DETAILED DISCUSSIONS OF (1) THE PHYSICAL AND ORGANIZATIONAL DESIGN OF THE RESOURCE CENTER, (2) A TIMETABLE FOR ESTABLISHMENT OF THE CENTER, (3) PLANS FOR THE DISSEMINATION OF INFORMATION, (4) PLANS FOR DEMONSTRATION OF SYSTEMS TO BE DEVELOPED AT THE CENTER, AND (5) BUDGETARY REQUIREMENTS. OTHER VENTURES UNDERTAKEN WITHIN THE DIMENSIONS OF THE FEASIBILITY STUDY WERE ALSO DISCUSSED, INCLUDING SPECIFIC ASPECTS OF TEACHER EDUCATION, SPEECH IMPROVEMENT, PROGRAMED INSTRUCTION, AND COMPUTER-ASSISTED INSTRUCTION. (GD)

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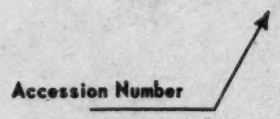

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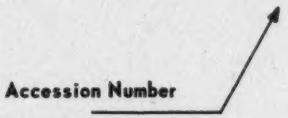

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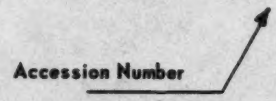

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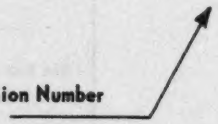

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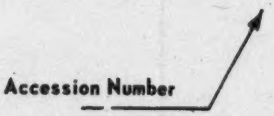

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COMPUTERS AND UNIVERSITIES. (A WORKSHOP CONFERENCE PRESENTED BY THE UNIVERSITY OF CALIFORNIA, IRVINE, WITH THE COOPERATION OF THE UNIVERSITY OF MICHIGAN, NEWPORT BEACH, NOVEMBER 8-12, 1965.)
NDEA-VIIB-510 ED010544

OEC-5-16-030
NATIONAL DEMONSTRATION PROJECT UTILIZING TELEVISED MATERIALS FOR THE FORMAL EDUCATION OF CULTURALLY DISADVANTAGED PRESCHOOL CHILDREN.,A
NDEA-VIIB-565 ED010529

OEC-5-16-039
PATTERNS OF EDUCATIONAL USE OF A TELEVISED PUBLIC AFFAIRS PROGRAM. A STUDY OF METROPOLIS--CREATOR OR DESTROYER.
NDEA-VIIB-524 ED010545

OEC-5-85-007
EXPERIMENTAL VOCATIONAL EDUCATION INSTITUTE FOR THE PREPARATION OF TEACHER COORDINATORS OF NEWLY EMERGING HIGH SCHOOL VOCATIONAL PROGRAMS. FINAL REPORT.,AN
BR-5-0092 ED010500

OEC-5-85-009
DETERMINATION OF NEEDED ADJUSTMENTS AND EXTENSIONS IN THE CURRICULAR PATTERNS OF VOCATIONAL EDUCATION IN AGRICULTURE. FINAL REPORT.,A
ERD-002-65 ED010497

OEC-5-85-028
EMPLOYMENT OPPORTUNITIES AND USABLE AGRICULTURAL SKILLS IN NON-FARM AGRICULTURAL OCCUPATIONS IN APPALACHIA. FINAL REPORT.
BR-5-0020 ED010496

OEC-5-85-074
EXPERIMENTATION WITH COMPUTER-ASSISTED INSTRUCTION IN TECHNICAL EDUCATION. SEMI-ANNUAL PROGRESS REPORT.
BR-5-0035 ED010498

OEC-5-85-097
EIGHT WEEK SUMMER INSTITUTE TRAINING PROGRAM TO RETRAIN OFFICE EDUCATION TEACHERS FOR TEACHING BUSINESS ELECTRONIC DATA PROCESSING.,AN
BR-5-0040 ED010499

OEC-6-10-015
COMPUTER ANALYSIS OF FICTIONAL PROSE STYLE.,A
CRP-3067 ED010525

OEC-6-10-016
DEVELOPING SPECIALIZED PROGRAMS FOR SINGING IN THE ELEMENTARY SCHOOL. INTERIM REPORT.
CRP-3074(2541) ED010527

OEC-6-10-102
LEGAL STATUS OF THE NON-PUBLIC COLLEGE AND UNIVERSITY IN THE UNITED STATES.,THE
CRP-S-447 ED010584

OEC-6-10-103
WAY IN WHICH THE ORGANIZATION OF COLLEGE DEPARTMENTS AFFECTS THE PERFORMANCE AND ATTITUDES OF COLLEGE FACULTY.,THE
BR-5-0384 ED010557

OEC-6-10-145
PROBLEMS OF UNDER ACHIEVEMENT AND LOW ACHIEVEMENT IN MATHEMATICS EDUCATION.,THE
CRP-H-307 ED010535

OEC-6-10-227
ANALYSIS OF THE SPECIFIC FEATURES WHICH CHARACTERIZE THE MORE SUCCESSFUL PROGRAMS FOR THE RECRUITMENT AND TRAINING OF COLLEGE TEACHERS.,AN
CRP-S-482 ED010556

OEC-6-10-266
ARTISTS' IDEAS ABOUT ART AND THEIR USE IN EDUCATION.
BR-5-0300 ED010555

OEC-6-10-342
PLANNING TESTS TO MEASURE OUTCOMES OF THE RESEARCH PROGRAM EDUCATION THROUGH VISION. FINAL REPORT.
BR-6-8150 ED010588

OEC-6-85-027
FURTHER DEVELOPMENT OF RESEARCH COMPETENCIES OF PERSONNEL IN VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT.,THE
ERD-444-65 ED010503

OEC-6-85-070
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BR-5-0559 ED010532

OEC-6-85-073
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BR-5-0149 ED010502

OEG-3-16-026
FEASIBILITY STUDY FOR ESTABLISHING A PILOT CENTER FOR ANALYSIS AND DEMONSTRATION OF EDUCATIONAL RESOURCES AT WAYNE STATE UNIVERSITY.,A
NDEA-VIIB-267 ED010592

OEG-4-7-068727-0233
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BR-6-8727 ED010589

OEG-4-16-011
EDUCATIONAL MEDIA (TV) FOR THE PRESCHOOL CHILD. FINAL REPORT.
NDEA-VIIB-431 ED010536

OEG-5-10-302
PROBLEMS AND ISSUES IN THE ADMINISTRATION OF COLLEGE AND UNIVERSITY COUNSELING SERVICES. FINAL REPORT.
CRP-S-380 ED010593

OEG-5-85-064
DIFFERENTIAL IDENTIFICATION OF SUCCESSFUL TECHNICAL STUDENTS IN JUNIOR COLLEGE.
BR-5-0119 ED010501

OEG-7-14-9120-217
ANALYSIS OF INSTRUCTIONAL SYSTEMS. REPORT OF A PROJECT, NEW SOLUTIONS TO INPLEMENTING INSTRUCTIONAL MEDIA THROUGH ANALYSIS AND SIMULATION OF SCHOOL ORGANIZATION. FINAL REPORT.
NDEA-VIIA-1130-20 ED010577

BUENA VISTA HIGH SCHOOL--AN INTRODUCTION.
NDEA-VIIA-1130-14 ED010571

BUENA VISTA HIGH SCHOOL--DESCRIPTIVE ANALYSIS.
NDEA-VIIA-1130-15 ED010572

BUENA VISTA HIGH SCHOOL--SYSTEMS ANALYSIS
NDEA-VIIA-1130-16 ED010573

COMPUTER SIMULATION VEHICLE FOR EDUCATIONAL SYSTEMS.,A
NDEA-VIIA-1130-22 ED010579

CONSTRUCTION AND USE OF THE SCHOOL SIMULATION VEHICLE.
NDEA-VIIA-1130-24 ED010581

CONSTRUCTION OF SCHOOL SIMULATION VEHICLE.
NDEA-VIIA-1130-02 ED010559

EXPLORATIONS IN COMPUTER-ASSISTED COUNSELING.
NDEA-VIIA-1130-25 ED010582

NEW SOLUTIONS TO IMPLENENTING INSTRUCTIONAL MEDIA THROUGH ANALYSIS AND SIMULATION OF SCHOOL ORGANIZATION.
NDEA-VIIA-1130-23 ED010580

NOVA HIGH SCHOOL--INTRODUCTION
NDEA-VIIA-1130-11 ED010568

NOVA HIGH SCHOOL--DESCRIPTION OF TENTH-GRADE SOCIAL STUDIES COURSE.
NDEA-VIIA-1130-12 ED010569

NOVA HIGH SCHOOL--SYSTEM ANALYSIS.
NDEA-VIIA-1130-13 ED010570

ORGANIZATION OF A BIOLOGY COURSE FOR INDIVIDUAL PROGRESS AT THEODORE HIGH SCHOOL--AN INTRODUCTION.,THE
NDEA-VIIA-1130-08 ED010565

ORGANIZATION OF A BIOLOGY COURSE FOR INDIVIDUAL PROGRESS AT THEODORE HIGH SCHOOL--DESCRIPTIVE ANALYSIS,THE
NDEA-VIIA-1130-09 ED010566

ORGANIZATION OF A COURSE FOR INDIVIDUAL PROGRESS AT THEODORE HIGH SCHOOL--SYSTEM ANALYSIS AND SIMULATION.,THE
NDEA-VIIA-1130-10 ED010567

ORGANIZATION OF INTERRELATED INDIVIDUAL PROGRESS AND ABILITY LEVEL COURSES IN MATHEMATICS AT GARBER HIGH SCHOOL--AN INTRODUCTION.,THE
NDEA-VIIA-1130-17 ED010574

ORGANIZATION OF INTERRELATED INDIVIDUAL PROGRESS AND ABILITY LEVEL COURSES IN MATHEMATICS AT GARBER HIGH SCHOOL--DESCRIPTIVE ANALYSIS.,THE
NDEA-VIIA-1130-18 ED010575

ORGANIZATION OF INTERRELATED INDIVIDUAL PROGRESS AND ABILITY LEVEL COURSES IN MATHEMATICS AT GARBER HIGH SCHOOL--SYSTEM ANALYSIS AND SIMULATION.,THE
NDEA-VIIA-1130-19 ED010576

PURPOSE AND STRATEGY OF THE SCHOOL SIMULATION PROJECT. SPECIAL REPORT.
NDEA-VIIA-1130-03 ED010560

RESOURCE ALLOCATION PROCESSOR FOR THE SCHOOL SIMULATION VEHICLE PILOT VERSION.
NDEA-VIIA-1130-21 ED010578

SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--PART I
NDEA-VIIA-1130-04 ED010561

SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--PART II, SURVEILLANCE AND DETECTION SYSTEM.
NDEA-VIIA-1130-05 ED010562

SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--PART III, THE INSTRUCTIONAL MATERIALS CENTER.
NDEA-VIIA-1130-06 ED010563

SYSTEM DESIGN FOR A CONTINUOUS PROGRESS SCHOOL--COMPUTER SIMULATION OF AUTONOMOUS SCHEDULING PROCEDURES.
NDEA-VIIA-1130-07 ED010564

OEG-7-21-0040-243
EFFICACY OF VIDEOTAPES AND DIRECT OBSERVATION FOR TEACHING OBSERVATIONAL SKILLS.,THE
NDEA-VIIA-1280 ED010539

OEG-7-23-1020-248
APPLICATION OF THE PRINCIPLES OF PROGRAMED INSTRUCTION TO A TELEVISED COURSE IN COLLEGE ECONOMICS.,AN
BR-5-0841 ED010538

OEG-7-24-0090-250
INTERACTION OF WORDS AND GRAPHIC SYMBOLS, INVESTIGATED VIA A PROGRAMED SEQUENCE OF CONCEPT FORMATION EXPERIENCES RELATED TO VECTOR SPACES.,THE
BR-5-0858 ED010540

PROJECT RESUMES

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SAMPLE ENTRY

Title of the Research Project.

EP 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.

Investigator(s)--the individual(s) responsible for the conduct of the project.

INVESTIGATOR- JASPEN, NATHAN

Institutional Source--the organization at which the research activity is conducted.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK

Bureau Number--an administrative number assigned by the Bureau of Research, U.S. Office of Education.

BUREAU NUMBER BR-6-1234

Proposal Date--the date the proposal was submitted for evaluation in the Bureau of Research.

PROP DATE 01-OCT-65

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

CONTRACT/GRANT OEC-6-12-01234-0033

Descriptors--the subject terms assigned by an indexer to characterize the substance of a project. Only the major terms preceded by an asterisk are printed in the subject index.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

Start Date and End Date--the starting date and the anticipated ending date for the research project.

START DATE 12-15-65 END DATE 06-30-67

Informative Abstract--a synopsis of the project in about 200 words. When applicable it includes the purpose and procedure of the research activity.

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR. PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR RASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Abstractor's initials.

EP 010 609 84
A COMPARATIVE STUDY OF LITERATURE ON THE DISSEMINATION AND UTILIZATION OF SCIENTIFIC KNOWLEDGE.
INVESTIGATOR- LIPPITT, RONALD
MICHIGAN UNIV., ANN ARBOR
BUREAU NUMBER BR-7-0028 PROP DATE 24 JUN 66
CONTRACT OEC-3-7-070028-2143

DESCRIPTORS- *BIBLIOGRAPHY, *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *INFORMATION UTILIZATION, *RESOURCE GUIDES, ANN ARBOR, CONFERENCES, CONSULTANTS, MICHIGAN, MODELS, PROGRAM PLANNING, SURVEYS,

START DATE 12-05-66 END DATE 05-31-68

A THREE-PHASE PILOT PROJECT WILL BE CONDUCTED TO UNDERSTAND AND IMPROVE THE PROCESSES OF DISSEMINATION AND UTILIZATION OF NEW EDUCATIONAL KNOWLEDGE. PHASE 1 WILL CONSIST OF AN ASSESSMENT OF THE CURRENT STATE OF KNOWLEDGE. A LITERATURE SEARCH WILL BE CONDUCTED IN A NUMBER OF FIELDS IN WHICH PROBLEMS OF DISSEMINATION AND UTILIZATION HAVE OCCURRED, AND A MODEL WILL BE CONSTRUCTED FOR CATEGORIZATION AND INTEGRATION OF SUCH LITERATURE. FINALLY, A CONFERENCE WILL BE HELD FOR REVIEW OF THE INITIAL SEARCH AND THE MODEL. IN PHASE 2, THE LITERATURE REVIEW WILL BE COMPLETED AND A REPORT COMPILED, SUMMARIZING THE CURRENT STATE OF DISSEMINATION AND UTILIZATION. THIS REPORT WILL INCLUDE IMPLICATIONS FOR POLICY PLANNING AND CONDUCT OF DISSEMINATION ACTIVITIES. A SECOND EVALUATIVE CONFERENCE WILL THEN BE HELD. PHASE 3 WILL FOCUS ON THE PLANNING OF A MULTIFACETED PROGRAM TO (1) SURVEY AND EVALUATE CURRENT PRACTICES OF DISSEMINATION AND UTILIZATION AND (2) FIELD-TEST PROCEDURES TO IMPROVE CURRENT PRACTICES. (RS)

EP 010 610 40
TIME PERSPECTIVE CHANGE IN INSTITUTIONALIZED MENTAL RETARDATES UNDER CONDITIONS OF SOCIAL OR TOKEN REINFORCEMENT.
INVESTIGATOR- KOOS, EUGENIA M.
STATE HOSPITAL NO. 2, ST. JOSEPH, MO.
BUREAU NUMBER BR-6-8918 PROP DATE 23 FEB 67
GRANT OEG-3-7-063918-1942

DESCRIPTORS- *COMPARATIVE ANALYSIS, *MENTAL RETARDATION, *POSITIVE REINFORCEMENT, *REWARDS, *TIME FACTORS (LEARNING), LEARNING ACTIVITIES, MISSOURI, ST. JOSEPH, TIME PERSPECTIVE,

START DATE 01-01-67 END DATE 09-30-67

THE EFFECTIVENESS OF SOCIAL AND TOKEN REINFORCEMENT CONDITIONS ON MENTAL RETARDATES' LEARNING ACTIVITIES WILL BE STUDIED. THE SUBJECTS WILL BE 36 INSTITUTIONALIZED RETARDATES, AGED 5 TO 18 YEARS. EACH SUBJECT WILL BE ASSIGNED TO ONE OF TWO CONDITIONS BASED ON AGE AND IQ. THEMATIC APERCEPTION TEST CARDS AND STANDARD QUESTIONS THAT ELICIT RESPONSES OF TIME PERSPECTIVE WILL BE USED TO ARRIVE AT A TIME-SPAN CONCEPT FOR EACH STUDENT. SCORES WILL BE GATHERED BY PRE- AND POST-TEST PROCEDURES. IN ADDITION, MULTIPLE-CHOICE PROBLEMS IN LANGUAGE OR NUMBER CONCEPTS WILL BE PRESENTED BY AUTOMATIC EQUIPMENT. SUBJECTS WILL PROCEED WITH A GRADED SERIES OF CONCEPTS BY CORRECTLY RESPONDING TO 75 PERCENT OF ONE SUCH SERIES OF TEST ITEMS. ALL CORRECT INITIAL RESPONSES ON EACH TIME PERSPECTIVE, LANGUAGE CONCEPT, OR NUMBER CONCEPT ITEM WILL BE REWARDED (REINFORCED) BY EITHER EXCHANGEABLE TOKENS OR SOCIAL COMMENDATION. CHANGE SCORES ON ALL TEST PROGRAMS WILL BE EVALUATED STATISTICALLY BY THE STUDENT'S T-TEST. (RS)

EP 010 611 24
THE EFFECTS OF INCIDENTAL TRAINING.
INVESTIGATOR- EDMONDS, ED M.
AUGUSTA COLL., GA.
BUREAU NUMBER BR-6-8336 PROP DATE 20 OCT 66
CONTRACT OEC-2-7-068336-2707

DESCRIPTORS- *INCIDENTAL LEARNING, *LEARNING PROCESSES, *REINFORCEMENT, *TASK PERFORMANCE, *TRANSFER OF TRAINING, AUGUSTA, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, COMPUTER PROGRAMS, FEEDBACK, GEORGIA, LEARNING THEORIES, TEXAS CHRISTIAN UNIVERSITY, VARGUS 7,

START DATE 02-01-67 END DATE 01-31-68

RESEARCH WILL BE CONDUCTED TO QUANTITATIVELY DESCRIBE SCHEMA LEARNING AND SCHEMA TRANSFER AND OBTAIN INFORMATION CONCERNING (1) THE LEARNING OF SCHEMA WITHOUT REINFORCEMENT, (2) THE EFFECTS OF KNOWLEDGE OF RESULTS ON LEARNING SCHEMA, (3) THE INCIDENTAL LEARNING OF SCHEMA DURING IRRELEVANT ACTIVITY, (4) THE EFFECTS OF USEFULNESS OF THE SCHEMA ON RATE OF LEARNING, AND (5) THE EFFECTS OF KNOWLEDGE OF RESULTS ON LEARNING SCHEMA NOT PERCEIVED AS USEFUL. A SAMPLE OF APPROXIMATELY 120 COLLEGE STUDENTS ENROLLED IN PSYCHOLOGY COURSES WILL PARTICIPATE IN VARIOUS TREATMENTS. A SPECIAL COMPUTER PROGRAM WILL BE USED TO GENERATE PATTERNS FOR EXPERIMENTAL PRESENTATIONS. THE PATTERNS TO BE LEARNED WILL BE PROJECTED FOR VARIOUS LENGTHS OF TIME. PRESENTATION ORDER, INTERTRIAL INTERVALS, AND TIME ALLOWED FOR PATTERN REPRODUCTION WILL BE DIFFERENT FOR THE TWO EXPERIMENTS. TREND ANALYSIS WILL BE PERFORMED TO DETERMINE RELATIONSHIP OF REPRODUCTION ACCURACY TO NUMBER REPRODUCTIONS. (AL)

EP 010 612 24
AN ANALYSIS AND INTERPRETATION OF DATA ON THE SOCIAL CHARACTERISTICS OF RESIDENTS OF "VINE CITY," AN URBAN NEGRO SLUM.
INVESTIGATOR- HALVORSEN, MARCIA
SPELMAN COLL., ATLANTA, GA.
BUREAU NUMBER BR-6-8162 PROP DATE 27 AUG 65
CONTRACT OEC-2-6-068162-0523

DESCRIPTORS- *ECONOMICALLY DISADVANTAGED, *NEGRO, *SLUM ENVIRONMENT, *SOCIAL CHARACTERISTICS, *SOUTHERN COMMUNITY, ATLANTA, DATA COLLECTION, GEORGIA, INTERVIEWS, STATISTICAL DATA,

START DATE 02-01-66 END DATE 08-01-67

THE SOCIAL PATTERNS OF NEGRO RESIDENTS OF AN URBAN SLUM AND THE RELATIONSHIP OF THESE PATTERNS TO "THE POOR" IN GENERAL WILL BE STUDIED. DATA PREVIOUSLY COLLECTED BY INTERVIEWS WITH NEGROES IN "VINE CITY," AN URBAN NEGRO SLUM IN ATLANTA, GEORGIA, WILL BE ANALYZED. THE DATA WILL CONCERN THE FOLLOWING AREAS OF INQUIRY--(1) FAMILY STRUCTURE AND MARRIAGE, (2) HOUSING, EDUCATION, HEALTH, FAMILY BUDGETING AND SPENDING, (3) INCOME AND EMPLOYMENT, (4) POLITICAL

BEHAVIOR AND ATTITUDES TOWARD AUTHORITY, (5) LEISURE ACTIVITIES, (6) DEVIANT BEHAVIOR AND ATTITUDES, AND (7) CLASS IDENTIFICATION AND AWARENESS. THE DATA ANALYSIS WILL CONSIST OF TABULATIONS THROUGH A SERIES OF COMPUTER PROGRAMS. DISTINGUISHING FEATURES OF URBAN NEGRO POVERTY, IDENTIFIED DURING THE ANALYSIS, SHOULD BE USEFUL IN DEVELOPING POLICIES FOR POVERTY PROGRAMS. (RS)

EP 010 613 48
THE RELATIONSHIP OF COMPREHENSION TO SPEECH PRODUCTION IN SECOND LANGUAGE INSTRUCTION--PROPORTION AND SEQUENCE.
INVESTIGATOR- COOK, ROBERT H.
INDIANA UNIV., BLOOMINGTON
BUREAU NUMBER BR-6-3002 PROP DATE 67
CONTRACT OEC-3-7-063002-3037

DESCRIPTORS- *COMPREHENSION DEVELOPMENT, *FRENCH, *LANGUAGE INSTRUCTION, *SEQUENTIAL LEARNING, *SPEECH, AUDIOLINGUAL METHODS, BLOOMINGTON, COLLEGE STUDENTS, COMPREHENSION, INDIANA, LANGUAGE PROGRAMS, TIME FACTORS (LEARNING),

START DATE 02-15-67 END DATE 02-15-68

THREE EXPERIMENTAL TREATMENTS WILL BE TESTED IN AN AUDIOLINGUAL INSTRUCTIONAL PROGRAM IN FRENCH TO TRY TO BUILD A GREATER DEGREE OF STUDENT FLUENCY IN BOTH SPEECH AND COMPREHENSION. THREE GROUPS OF 20-25 COLLEGE STUDENTS EACH, IN BEGINNING FRENCH, WILL PARTICIPATE 1 HOUR PER DAY FOR ONE ACADEMIC SEMESTER. WITH GROUP 1, COMPREHENSION INSTRUCTION WILL BE EMPHASIZED COMPLETELY IN THE FIRST SEVERAL LESSONS (EXCEPTING SHORT UTTERANCES). SPEECH INSTRUCTION WILL THEN BE INTRODUCED AFTER FOUR TO EIGHT LESSONS AND WILL BE EMPHASIZED INCREASINGLY AS THE SEMESTER PROGRESSES. GROUP 2 WILL RECEIVE SPEECH EXERCISES BEFORE COMPREHENSION INSTRUCTION IN EACH LESSON DURING THE SEMESTER. TIME DEVOTED TO SPEECH WILL INCREASE GRADUALLY AS THE SEMESTER PROGRESSES. GROUP 3 WILL RECEIVE THE SAME SPEECH-COMPREHENSION SEQUENCE AS GROUP 2, BUT TIME ALLOTMENTS FOR BOTH SPEECH AND COMPREHENSION WILL BE THE SAME FOR EACH LESSON DURING THE SEMESTER. TWO VARIABLES WILL THUS BE STUDIED--(1) THE SEQUENTIAL TIMING OF SPEECH AND COMPREHENSION, AND (2) THE PROPORTION OF TIME DEDICATED TO EACH OF THESE SKILLS PER LESSON. (JH)

EP 010 614 24
A STUDY OF HIGH SCHOOL PRINCIPALS DESIGNED TO RELATE THEIR OCCUPATIONAL PSYCHOLOGY AND THE EMERGENT PROBLEMS OF THE URBAN HIGH SCHOOLS.
INVESTIGATOR- VIDICH, ARTHUR J.
NEW SCHOOL FOR SOCIAL RESEARCH, NEW YORK, N.Y.
BUREAU NUMBER BR-6-2727 PROP DATE 19 APR 66
CONTRACT OEC-1-7-062727-2931

DESCRIPTORS- *HIGH SCHOOLS, *PRINCIPALS, *PSYCHOLOGICAL CHARACTERISTICS, *SEMINARS, *URBAN EDUCATION, ADMINISTRATIVE PROBLEMS, CONSULTANTS, EDUCATIONAL PROBLEMS, FINANCIAL PROBLEMS, NEW YORK, NEW YORK CITY, STUDENT PROBLEMS,

START DATE 03-01-67 END DATE 02-28-68

HIGH SCHOOL PRINCIPALS IN THE NEW YORK METROPOLITAN AREA WILL PARTICIPATE IN A SERIES OF SEMINARS DESIGNED TO RELATE THEIR CONTRADICTIONS, TENSIONS, BLOCKAGES, AND MISCONCEPTIONS TO THE EMERGENT PROBLEMS OF URBAN SECONDARY EDUCATION. IN ADDITION TO THE SERIES OF 30 SEMINARS TO BE HELD OVER A 2-YEAR PERIOD, A LIMITED NUMBER OF INTERVIEWS WILL BE CONDUCTED PRIMARILY DURING THE SUMMER MONTHS TO STUDY PROBLEM AREAS THAT CANNOT BE COVERED BY THE SEMINARS. CONSULTANT PRESENTATIONS AND DISCUSSIONS IN THE SEMINAR WILL BE THE SOURCE OF RESEARCH DATA USED TO DEVELOP A STATEMENT ON THE PROBLEMS IN SECONDARY SCHOOL ADMINISTRATION AS SEEN THROUGH THE ROLE OF THE PRINCIPAL. (AL)

EP 010 615 48
CHILDREN'S ACQUISITION OF SPANISH SYNTAX IN THE FOREIGN ENVIRONMENT.
INVESTIGATOR- DATO, DANIEL P.
GEORGETOWN UNIV., WASHINGTON, D.C
BUREAU NUMBER BR-6-2657 PROP DATE 18 JAN 67
CONTRACT OEC-2-7-002637

DESCRIPTORS- *LANGUAGE DEVELOPMENT, *LEARNING THEORIES, *LINGUISTIC PATTERNS, *SPANISH, *SYNTAX, DISTRICT OF COLUMBIA, LANGUAGE PATTERNS, MODELS, SPAIN,

START DATE 03-01-67 END DATE 10-30-67

AN ANALYSIS OF THE LEARNING ORDER OF SYNTACTIC PATTERNS AMONG ENGLISH-SPEAKING CHILDREN WHO ARE LEARNING SPANISH IN MADRID WILL BE CONDUCTED. PREVIOUSLY RECORDED CONVERSATIONS OF A SAMPLE OF SIX 6-YEAR-OLDS LEARNING SPANISH WILL BE DESCRIBED AND CLASSIFIED. THE DESCRIPTION AND CLASSIFICATION OF THE UTTERANCES WILL BE CARRIED OUT BY USE OF A TRANSFORMATION MODEL OF LINGUISTIC ANALYSIS. THE EXPECTED OUTCOME WILL BE A COLLECTION OF DATA CONCERNING THE OBSERVED ORDER IN WHICH SYNTACTIC PATTERNS ARE PRODUCED. (RS)

EP 010 616 24
FEASIBILITY OF TEACHING HISTORY OF TECHNOLOGY IN VOCATIONAL AND PRE-TECHNICAL SECONDARY SCHOOLS.
INVESTIGATOR- MARTINSON, JOHN
SAN FRANCISCO STATE COLL., CALIF.
BUREAU NUMBER BR-6-2011 PROP DATE 20 OCT 65
GRANT OEG-4-7-002011-0489

DESCRIPTORS- *CURRICULUM ENRICHMENT, *EFFECTIVE TEACHING, *HISTORY, *INDUSTRIAL EDUCATION, *VOCATIONAL EDUCATION, CALIFORNIA, DALY CITY, INDUSTRIAL ARTS, SECONDARY EDUCATION, UNITS OF STUDY (SUBJECT FIELD), VOCATIONAL HIGH SCHOOLS, VOCATIONAL SCHOOLS,

START DATE 10-04-66 END DATE 03-31-67

A FEASIBILITY STUDY WILL BE UNDERTAKEN TO DETERMINE WHETHER HISTORY OF TECHNOLOGY CAN BE TAUGHT EFFECTIVELY IN SECONDARY SCHOOLS AND, IF SO, BY WHAT MEANS. THE COURSE IS INTENDED TO PROVIDE SECONDARY SCHOOL STUDENTS AN UNDERSTANDING OF THE EFFECTS OF TECHNOLOGICAL CHANGE ON EMPLOYMENT. SPECIAL ATTENTION WILL BE GIVEN TO THE PROBLEM OF IMPLEMENTING SUCH A SUBJECT INTO THE VOCATIONAL AND PRETECHNICAL SECONDARY SCHOOL CURRICULUM. POTENTIAL RESOURCES WILL BE IDENTIFIED, DESCRIBED, AND EVALUATED. THE ELEMENTS REQUIRED TO GENERATE THE COURSE WILL BE INVENTORIED, AND ALTERNATIVE DESIGNS WILL BE PRESENTED WITH RECOMMENDATIONS. (GD)

EP 010 617 24
DEVELOPMENT OF SCALABLE TEST ITEMS TO MEASURE THE THINKING LEVELS OF SECONDARY SCHOOLS.
INVESTIGATOR- SMITH, RICHARD G.
PURDUE RESEARCH FOUNDATION, LAFAYETTE, IND.
BUREAU NUMBER BR-6-1905
CONTRACT OEC-3-7-061905-1939

DESCRIPTORS- *COGNITIVE MEASUREMENT, *INTERNAL SCALING, *MEASUREMENT INSTRUMENTS, *PHYSICAL SCIENCES, *TEST CONSTRUCTION, COGNITIVE TESTS, EDUCATIONAL OBJECTIVES, INDIANA, LAFAYETTE, RATING SCALES, SECONDARY EDUCATION, TAXONOMY, TAXONOMY OF EDUCATIONAL OBJECTIVES, TEST VALIDITY, TESTING PROBLEMS,

START DATE 01-01-67 END DATE 12-31-67

SETS OF TEST ITEMS IN THE PHYSICAL SCIENCES WILL BE DEVELOPED TO CORRESPOND TO SUCH MAJOR CATEGORIES OF BLOOM'S "TAXONOMY OF EDUCATIONAL OBJECTIVES--COGNITIVE DOMAIN" AS KNOWLEDGE, COMPREHENSION, APPLICATION, ANALYSIS, SYNTHESIS, AND EVALUATION. IN CONSTRUCTING AND EVALUATING TEST ITEMS, A MAJOR ATTEMPT WILL BE MADE TO DETERMINE THE DEGREE TO WHICH ITEM SETS ARE REPRODUCIBLE (YIELD THE SAME RESULTS ON REPETITION UNDER SIMILAR CONDITIONS). IF TEST ITEMS CAN BE DEVELOPED TO MEET REPRODUCIBILITY LEVELS OF AT LEAST 70 PERCENT, THEY WILL BE USEFUL TOOLS IN ELEMENTARY, SECONDARY, AND COLLEGE-LEVEL PHYSICAL SCIENCE EDUCATION. OUTCOMES SUCH AS REMEMBERING, THINKING, AND PROBLEM-SOLVING COULD BE READILY IDENTIFIED. (JH)

EP 010 618 08
PROBLEMS AND ISSUES IN ACCREDITATION BY SPECIALIZED AGENCIES OF VOCATIONAL-TECHNICAL CURRICULA IN POST SECONDARY INSTITUTIONS.
INVESTIGATOR- MEDSKER, LELAND L.
CALIFORNIA UNIV., BERKELEY
BUREAU NUMBER BR-7-0048 PROP DATE 15 JUN 66
GRANT OEG-4-7-000048-0473

DESCRIPTORS- *ACCREDITATION (INSTITUTIONS), *COMMUNITY COLLEGES, *FINANCIAL SUPPORT, *JOB TRAINING, *VOCATIONAL EDUCATION, BERKELEY, CALIFORNIA, EDUCATIONAL PROBLEMS, INTERVIEWS, SURVEYS,

START DATE 10-01-66 END DATE 08-01-67

THE NATURE AND MAGNITUDE OF SPECIAL ACCREDITATION PROBLEMS OF 2-YEAR COLLEGES WILL BE ASSESSED. ANSWERS TO A NUMBER OF QUESTIONS WILL BE SOUGHT. SOME OF THE QUESTIONS WILL BE (1) WHAT PROGRAMS REQUIRE ACCREDITATION FOR FEDERAL OR STATE FINANCIAL SUPPORT, (2) WHAT IS THE EXTENT OF CURRICULUM APPROVAL BY SPECIALIZED AGENCIES, (3) WHAT ARE THE INTERESTS OF PROFESSIONAL ASSOCIATIONS, (4) WHAT IS THE RELATIONSHIP BETWEEN ACCREDITATION AND LICENSURE, AND (5) WHAT CONFLICTS EXIST BETWEEN FEDERAL AND STATE GOVERNMENTAL AGENCIES WITH REGARD TO ACCREDITATION PROBLEMS. PROCEDURAL ACTIVITIES WILL CONSIST OF (1) ANALYSES OF RELEVANT LAWS, (2) SURVEYS OF 2-YEAR COLLEGES BY QUESTIONNAIRES AND INTERVIEWS, (3) INTERVIEWS WITH PROFESSIONAL ACCREDITATION AGENCIES, AND (4) COLLECTION AND EVALUATION OF MATERIALS AND INTERVIEW DATA FROM REGIONAL ACCREDITATION ASSOCIATIONS AND THE NATIONAL COMMISSION ON ACCREDITING. (RS)

EP 010 619 24
THE ARIZONA CENTER FOR EARLY CHILDHOOD EDUCATION AS A COMPONENT OF THE NATIONAL PROGRAM FOR EARLY CHILDHOOD EDUCATION.
INVESTIGATOR- HUGHES, MARIE M.
ARIZONA UNIV., TUCSON
BUREAU NUMBER BR-7-0064 PROP DATE 13 JUL 66
CONTRACT OEC-1-7-070064-2866

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EARLY CHILDHOOD, *EDUCATIONAL RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS, *TEACHER EDUCATION, ARIZONA, CORE CURRICULUM, DISADVANTAGED YOUTH, MEXICAN AMERICANS, RESEARCH COMMITTEES, RESEARCH PROJECTS, TUCSON,

START DATE 02-01-67 END DATE 11-30-67

A CENTER TO INCREASE THE KNOWLEDGE AND IMPROVE THE QUALITY OF EDUCATIONAL EXPERIENCES FOR YOUNG CHILDREN WILL BE CONTINUED. THE INITIAL AREA OF CONCENTRATION WILL BE THE RELATIONSHIP BETWEEN THE MEXICAN-AMERICAN SUBCULTURE AND THE EDUCATIONAL SYSTEM. OTHER ACTIVITIES WILL INCLUDE (1) RESEARCH IN PUBLIC SCHOOL PRACTICE AS RELATED TO THE EDUCATION OF 5- AND 6-YEAR-OLDS, (2) ASSESSMENT OF INITIAL BEHAVIORAL REPERTOIRES IN SCHOOL, (3) CURRICULUM DEVELOPMENT, (4) EXPERIMENTAL RESEARCH, AND (5) TEACHER TRAINING. THE ACTIVITIES OF THE CENTER WILL BE CONDUCTED THROUGH A COLLABORATIVE EFFORT OF AN INTERDISCIPLINARY TEAM. (RS)

EP 010 620 24
EARLY CHILDHOOD EDUCATION CENTER.
INVESTIGATOR- HESS, ROBERT D.
NEW YORK UNIV.
BUREAU NUMBER BR-7-0065 PROP DATE MAY 66
CONTRACT OEC-1-7-070065-2938

DESCRIPTORS- *CHILD DEVELOPMENT, *CHILD DEVELOPMENT CENTERS, *CURRICULUM DEVELOPMENT, *EARLY EXPERIENCE, *TEACHER EDUCATION, COGNITIVE DEVELOPMENT, DEMONSTRATION CENTERS, EMOTIONAL DEVELOPMENT, NEW YORK, NEW YORK CITY, SOCIAL DEVELOPMENT, STUDENT DEVELOPMENT,

START DATE 02-01-67 END DATE 11-30-67

A RESEARCH CENTER WILL BE ESTABLISHED TO DEAL WITH EARLY CHILDHOOD EDUCATION. THE CENTER WILL EMPHASIZE SUCH ACTIVITIES AS (1) RESEARCH ON THE COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT OF CHILDREN, (2) THE DEVELOPMENT, FIELD TESTING, AND DEMONSTRATION OF CURRICULUMS, AND (3) STUDIES OF TEACHER PREPARATION METHODS. A MAJOR CONCERN OF THE CENTER WILL BE THE RELATIONSHIP BETWEEN EARLY ENVIRONMENTAL DEPRIVATION AND THE DEVELOPMENT OF COGNITIVE ABILITIES, WITH A COORDINATE FOCUS ON THE RELATIONSHIP BETWEEN THESE ABILITIES AND THE ACADEMIC ACHIEVEMENT OF LOWER-CLASS CHILDREN. ENRICHMENT AND REMEDIAL PROGRAMS WILL BE DEVELOPED AND TESTED FOR AIDING THE SOCIAL AND INTELLECTUAL GROWTH OF THE YOUNG DISADVANTAGED CHILD. (GO)

EP 010 621 24
EARLY CHILDHOOD EDUCATION CENTER.
INVESTIGATOR- FORD, MARY
CORNELL UNIV., ITHACA, N.Y.
BUREAU NUMBER BR-7-0083 PROP DATE 67
CONTRACT OEC-1-7-070083-2867

DESCRIPTORS- *CHILD DEVELOPMENT, *EARLY CHILDHOOD, *EDUCATIONAL RESEARCH, *PRESCHOOL PROGRAMS, *TRAINING, CURRICULUM RESEARCH, ITHACA, NEW YORK, NURSERY SCHOOLS, PARENT EDUCATION, PRESCHOOL CHILDREN, PRESCHOOL CURRICULUM, PRESCHOOL EDUCATION, PRESCHOOL TEACHERS, RESEARCH, TEACHER EDUCATION,

START DATE 02-01-67 END DATE 11-30-67

THE DEPARTMENT OF CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS AT CORNELL UNIVERSITY WILL UNDERTAKE A FUNCTIONALLY RELATED PROGRAM OF RESEARCH AND TRAINING IN THE AREA OF EARLY CHILDHOOD. INCLUDED IN THE PROGRAM WILL BE (1) TRAINING OF NURSERY SCHOOL TEACHERS AND RESEARCH PERSONNEL ABLE TO WORK WITH YOUNG CHILDREN IN A VARIETY OF SETTINGS, (2) BASIC RESEARCH IN COGNITIVE AND SOCIAL DEVELOPMENT FROM INFANCY THROUGH EARLY CHILDHOOD, (3) RESEARCH AND DEVELOPMENT OF NURSERY SCHOOL CURRICULUMS, (4) RESEARCH AND DEVELOPMENT OF INTERVENTION TECHNIQUES FOR WORKING WITH PARENTS, AND (5) DISSEMINATION OF CURRICULUM MATERIALS TO PROFESSIONALS AND COMMUNITY LEADERS INVOLVED IN PLANNING AND IMPLEMENTING PROGRAMS FOR PRESCHOOL CHILDREN, YOUTH, AND ADULTS. (GC)

EP 010 622 24
EARLY CHILDHOOD EDUCATION CENTER.
INVESTIGATOR- HESS, ROBERT D.
CHICAGO UNIV.
BUREAU NUMBER BR-7-0128 PROP DATE 67
CONTRACT OEC-1-7-070128-2923

DESCRIPTORS- *EARLY CHILDHOOD, *EDUCATIONAL RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS, *RESEARCH METHODOLOGY, *RESEARCH PROJECTS, CHICAGO, COMMUNITY COOPERATION, CONSULTANTS, ILLINOIS, LEARNING LABORATORIES, URBAN EDUCATION,

START DATE 02-10-67 END DATE 11-30-67

THE EARLY LEARNING AND EDUCATION OF YOUNG CHILDREN (MAINLY THOSE IN URBAN AREAS) WILL BE STUDIED AT A CENTER TO BE PLANNED, ORGANIZED, AND IMPLEMENTED AT THE UNIVERSITY OF CHICAGO. THE CENTER'S ACTIVITIES WILL INCLUDE RESEARCH, DEVELOPMENT, DEMONSTRATION, DISSEMINATION, AND TRAINING. THE CENTER WILL BRING TOGETHER FOR INTENSIVE INTERACTION AND COLLABORATION THE RESOURCES AVAILABLE IN THE AREAS OF EARLY LEARNING AND EDUCATION. MAJOR EMPHASIS WILL BE PLACED ON (1) BASIC RESEARCH, (2) INSTRUMENTATION, RESEARCH METHODOLOGY, AND TECHNOLOGY, AND (3) TRAINING FUNCTIONS. SPECIFIC WORKING ARRANGEMENTS FOR COMMUNITY SANCTION AND COLLABORATION WILL BE DEVELOPED WITH NEIGHBORHOODS DIRECTLY AFFECTED BY THE RESEARCH AND DEVELOPMENT PROGRAMS OF THE CENTER. (RS)

EP 010 623 48
A CONFERENCE ON SPECIFIED PROBLEMS IN APPLIED CHINESE LINGUISTICS.
INVESTIGATOR- MOTE, FREDERICK W.
PRINCETON UNIV., N. J.
BUREAU NUMBER BR-7-0142 PROP DATE 66
CONTRACT OEC-1-7-070142-2985

DESCRIPTORS- *CHINESE, *CONFERENCES, *LINGUISTICS, *MATERIAL DEVELOPMENT, *RESEARCH PROBLEMS, HIGHER EDUCATION, METHODOLOGY, NEW JERSEY, PRINCETON, SEMINARS,

START DATE 03-01-67 END DATE 06-30-67

A WORKING CONFERENCE WILL BE HELD TO EXPLORE SPECIFIC PROBLEMS OF APPLIED LINGUISTICS. THIS CONFERENCE WILL REVIEW A REPORT ON A PREVIOUS CONFERENCE HELD AT PRINCETON IN OCTOBER, 1966 ON THE SUBJECT OF "THE PROSPECTS FOR UTILIZING COMPUTERS AT THE PRESENT STAGE OF CHINESE LINGUISTIC RESEARCH." AFTER DISCUSSION OF THE REPORT THE CONFERENCE WILL DIVIDE INTO TWO WORKING SEMINARS TO CONSIDER THE FOLLOWING TOPICS--(1) "DEFINING AND APPLYING TO TEACHING MATERIALS THE BASIC LEXICON OF INTERMEDIATE-LEVEL MODERN VERNACULAR LITERARY CHINESE," AND (2) "PROBLEMS OF FOCUS AND BALANCE IN THE TEACHING OF ADVANCED MODERN CHINESE." THE DURATION OF THE CONFERENCE WILL BE 3 DAYS, INVOLVING APPROXIMATELY 16 PARTICIPANTS FROM BOTH THE UNITED STATES AND ABROAD. THIS IS ONE OF TWO PROPOSED CONFERENCES INTENDED TO DEFINE THE COURSE AND OBJECTIVES OF THE 5-YEAR EAST ASIAN LINGUISTICS PROJECT AT PRINCETON UNIVERSITY. (JH)

EP 010 624 48
DEVELOPMENT AND DISSEMINATION OF MATERIALS FOR THE TEACHING OF WORLD HISTORY IN A FOREIGN LANGUAGE (GERMAN).
INVESTIGATOR- KEITEL, HELMUT A.
COMMON SCHOOL DIST. JOINT NO. 16, SUSSEX, WIS.
BUREAU NUMBER BR-7-0210 PROP DATE 17 AUG 66
CONTRACT OEC-3-7-070210-2703

DESCRIPTORS- *AUDIOLINGUAL METHODS, *GERMAN, *INSTRUCTIONAL MATERIALS, *TEXTBOOK PREPARATION, *WORLD HISTORY, FILMSTRIPS, MANUALS, SUSSEX, TAPE RECORDINGS, WISCONSIN,

START DATE 06-01-67 END DATE 05-31-68

A GRADED TEXT IN WORLD HISTORY WRITTEN IN GERMAN WILL BE DEVELOPED TO PROVIDE SUITABLE MATERIAL FOR THE STUDENT OF GERMAN TO REINFORCE AND ENHANCE HIS LANGUAGE SKILLS. THE TEXT WILL BE COORDINATED WITH AUDIOLINGUAL METHOD MATERIALS, A TEACHER'S MANUAL, TAPES, AND FILMSTRIPS, ALL OF WHICH WILL BE USED IN AN EXPERIMENTAL SECONDARY EDUCATION PROGRAM FOR 1 ACADEMIC YEAR. THE TEXT WILL BE DESIGNED FOR STUDENTS WHO HAVE COMPLETED 1 OR 2 YEARS OF GERMAN TAUGHT BY THE AUDIOLINGUAL METHOD. RELATED INFORMATION MAY BE FOUND IN CONTRACT OEC-6-10-178. (GC)

EP 010 625 24
DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION.
INVESTIGATOR- GRAY, SUSAN
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
BUREAU NUMBER BR-7-0462 PROP DATE 19 JAN 67
CONTRACT OEC-2-7-070462-2722

DESCRIPTORS- *DISADVANTAGED YOUTH, *EARLY CHILDHOOD, *EDUCATIONAL RESEARCH, *RESEARCH AND DEVELOPMENT CENTERS,

*STUDENT IMPROVEMENT, NASHVILLE, PARENT EDUCATION, SPECIAL PROGRAMS, TENNESSEE,

START DATE 02-01-67 END DATE 11-30-67

THIS RESEARCH CENTER WILL CONTINUE ITS ACTIVITIES TOWARD THE DISCOVERY AND APPLICATION OF NEW KNOWLEDGE FOR IMPROVING THE EDUCABILITY AND PERSONAL ADEQUACY OF YOUNG DISADVANTAGED CHILDREN. THE MAJOR ACTIVITIES WILL INCLUDE (1) RESEARCH IN THE MOTIVATIONAL AND COGNITIVE DEVELOPMENT OF YOUNG CHILDREN, AND (2) DEVELOPMENT AND TESTING OF CHILD INTERVENTION AND CHILD-WORKER TRAINING PROGRAMS. SPECIFIC RESEARCH PROGRAMS WILL CENTER ON (1) TRAINING FOR MOTHERS OF DISADVANTAGED CHILDREN, (2) A HOME ENVIRONMENT STUDY, (3) NEGRO CHILDREN'S PERFORMANCE ON TESTS AND TASKS, (4) MATERIAL DEVELOPMENT, (5) PERSONALITY AND INTELLECTUAL VARIABLES RELATED TO PERFORMANCE, AND (6) EFFECTIVE TEACHING AND SUBPROFESSIONAL TRAINING. (RS)

EP 010 626 64

ILLINOIS EDUCATIONAL TELEVISION PROJECT.
INVESTIGATOR- DURCHSLAG, STEPHEN P.
ILLINOIS EDUCATIONAL TELEVISION COMMITTEE, CHICAGO
BUREAU NUMBER BR-7-0421 PROP DATE 27 OCT 66
CONTRACT OEC-3-7-070421-3067

DESCRIPTORS- *COMMUNICATIONS, *EDUCATIONAL TELEVISION, *STATE PROGRAMS, *SYSTEMS ANALYSIS, CHICAGO, CONFERENCES, ILLINOIS, INTERVIEWS, STATE LEGISLATION, SYSTEMS DEVELOPMENT, TELEVISED INSTRUCTION,

START DATE 03-02-67 END DATE 03-01-68

A COMPREHENSIVE EDUCATIONAL TELECOMMUNICATION SYSTEM WILL BE DESIGNED, BASED UPON ADVANCED TECHNOLOGY, TO PROVIDE NEEDED INSTRUCTIONAL SERVICES IN ILLINOIS. THE PROJECT WILL BE CONDUCTED IN FIVE STAGES, BEGINNING WITH A COMPREHENSIVE STUDY OF THE CURRENT STATUS OF EDUCATIONAL COMMUNICATION. AIDED BY THIS STUDY, POTENTIAL USERS THROUGHOUT THE STATE WILL BE INTERVIEWED TO DETERMINE COMMUNICATION PRIORITIES. A STATEWIDE CONFERENCE WILL BE CONVENED TO ASSESS THE PROJECT DATA AND TO ASCERTAIN THE DEMANDS OF THE POTENTIAL TELECOMMUNICATION SYSTEM. LOCAL CONSULTANTS WILL THEN BE CONTACTED TO DESIGN A SYSTEM THAT CAN MEET THE DEMANDS. THE FINAL SYSTEM PLAN WILL BE SUBMITTED TO THE ILLINOIS LEGISLATURE FOR APPROVAL AND IMPLEMENTATION. (GC)

EP 010 627 08

NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION.
INVESTIGATOR- MILLER, AARON
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-0452 PROP DATE 27 OCT 66
GRANT OEG-3-7-070452-3045

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *DEVELOPMENTAL PROGRAMS, *INSTITUTE TYPE COURSES, *LEADERSHIP, *VOCATIONAL EDUCATION, ADMINISTRATOR GUIDES, ADMINISTRATOR RESPONSIBILITY, ADMINISTRATOR ROLE, COLUMBUS, INSTRUCTIONAL MATERIALS, LEADERSHIP QUALITIES, OHIO, PROGRAM GUIDES, PROGRAM PLANNING,

START DATE 03-01-67 END DATE 02-29-68

SELECTED INDIVIDUALS (160) WILL PREPARE FOR AND PARTICIPATE IN ONE OF FOUR TRAINING INSTITUTES FOR STATE AND LOCAL LEADERSHIP DEVELOPMENT IN TECHNICAL EDUCATION. TWO OF THE INSTITUTES WILL BE HELD FOR INEXPERIENCED TECHNICAL EDUCATION ADMINISTRATORS TO PROVIDE GENERAL LEADERSHIP TRAINING. THE OTHER TWO WILL TRAIN EXPERIENCED STATE SUPERVISORY STAFF IN MORE SPECIFIC TECHNICAL EDUCATION ADMINISTRATOR ROLES OF PLANNING AND RESEARCH. ALL FOUR INSTITUTES WILL EMPHASIZE THE PHILOSOPHY OF TECHNICAL EDUCATION AND HOW IT RELATES TO (1) PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION, AND (2) CONTINUED LEADERSHIP TRAINING ACTIVITIES THROUGH STATE AND LOCAL INSERVICE PROGRAMS. THE INSTITUTES WILL BE COORDINATED BY THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, OHIO STATE UNIVERSITY, INVOLVING EVALUATION, PREPARATION OF REPORTS, DISSEMINATION OF INFORMATION, AND PARTICIPANT FOLLOWUPS. (JH)

EP 010 628 08

A SEMINAR FOR DISTRIBUTIVE EDUCATION PROGRAM DEVELOPMENT THROUGH TEACHER EDUCATION
INVESTIGATOR- FERGUSON, EDWARD ROWE, KENNETH
MICHIGAN ST. UNIV., EAST LANSING
BUREAU NUMBER BR-7-0489 PROP DATE 28 OCT 66
GRANT OEG-3-7-070489-3128

DESCRIPTORS- *DISTRIBUTIVE EDUCATION, *STUDENT PROJECTS, *TEACHER EDUCATION, *TEACHER WORKSHOPS, *TEACHING METHODS, ARIZONA, EAST LANSING, MICHIGAN, PROJECTS, SEMINARS, TEMPE,

START DATE 03-15-67 END DATE 12-14-67

MICHIGAN STATE UNIVERSITY AND ARIZONA STATE UNIVERSITY WILL EACH CONDUCT A 1-WEEK NATIONAL TEACHER'S SEMINAR ON DISTRIBUTIVE EDUCATION. (DISTRIBUTIVE EDUCATION IS CONCERNED WITH PREPARING PERSONS TO ENTER THE FIELD OF SELLING AND MERCHANDISING GOODS AND SERVICES.) THE SEMINAR WILL BE DIVIDED INTO TWO WORKSHOPS, ONE ON EACH CAMPUS. THE CONTENT OF THESE WORKSHOPS WILL BE IDENTICAL IN NATURE. EACH WILL HAVE 40 PARTICIPANTS. THE SEMINAR WILL CENTER UPON ONE MAJOR AREA OF CONCERN - THE DETERMINATION OF THE IMPLICATIONS OF THE NEW "PROJECT METHOD OF INSTRUCTION" ON DISTRIBUTIVE TEACHER EDUCATION. PAPERS WILL BE PRESENTED, FOLLOWED BY DISCUSSION AND THE FORMATION OF TASK FORCE GROUPS. THESE GROUPS WILL SEEK TO ISOLATE OPERATIONAL ANSWERS TO THE "PROJECT METHOD" ISSUE. (JH)

EP 010 629 48

SERBOCROATIAN-ENGLISH DICTIONARY.
INVESTIGATOR- BENSON, MORTON
PENNSYLVANIA UNIV., PHILADELPHIA
BUREAU NUMBER BR-7-0550 PROP DATE 67
CONTRACT OEC-1-7-070550-3101

DESCRIPTORS- *DIALECTS, *DICTIONARIES, *LANGUAGE RESEARCH, *REFERENCE BOOKS, *SERBOCROATIAN, MORPHOLOGY (LANGUAGES), PENNSYLVANIA, PHILADELPHIA, PHONETICS, YUGOSLAVIA,

START DATE 04-01-67 END DATE 12-31-69

A DICTIONARY, TRANSLATING APPROXIMATELY 45,000

SERBOCROATIAN WORDS INTO ENGLISH, WILL BE PREPARED. THE ENTRIES WILL BE TAKEN FROM CONTEMPORARY STANDARD SERBOCROATIAN VOCABULARY, AND IMPORTANT IDIOMS WILL BE INCLUDED. ESSENTIAL MORPHOLOGICAL AND ACCENTUAL INFORMATION WILL ALSO BE PROVIDED. THE PHONETIC AND LEXICAL VARIANTS WHICH EXIST BETWEEN THE SERBIAN AND CROATIAN DIALECTS WILL RECEIVE SYSTEMATIC CROSS REFERENCING. EXISTING DICTIONARIES AND GRAMMARS AND RESEARCH MATERIAL GATHERED BY THE PRINCIPAL INVESTIGATOR IN YUGOSLAVIA IN 1955-66 WILL BE USED AS RESEARCH SOURCES. WHEN QUESTIONS ARISE WHICH CANNOT BE ANSWERED FROM THESE SOURCES, LANGUAGE SPECIALISTS IN YUGOSLAVIA WILL BE CONSULTED BY MAIL. (GC)

EP 010 630 40

PHYSICAL ENVIRONMENT AND SPECIAL EDUCATION--AN INTERDISCIPLINARY APPROACH TO RESEARCH.
INVESTIGATOR- GREEN, WILLIAM
COUNCIL FOR EXCEPTIONAL CHILDREN, WASHINGTON, D.C.
BUREAU NUMBER BR-7-0566 PROP DATE 25 OCT 66
GRANT OEG-2-7-070566-3026

DESCRIPTORS- *BUILDING DESIGN, *ENVIRONMENTAL INFLUENCES, *HANDICAPPED CHILDREN, *INTERDISCIPLINARY APPROACH, *PHYSICAL FACILITIES, DISTRICT OF COLUMBIA, ENVIRONMENT, EVALUATION, INNOVATION, NATIONAL SURVEYS, RESEARCH, SCHOOL PLANNING,

START DATE 06-01-67 END DATE 11-30-69

THE EFFECTS OF DIFFERENT KINDS OF PHYSICAL ENVIRONMENT UPON HANDICAPPED CHILDREN WILL BE SYSTEMATICALLY EXPLORED THROUGH PROGRAMMATIC RESEARCH. NATIONAL NEEDS FOR RESEARCH IN ARCHITECTURAL-EDUCATIONAL INNOVATIVE PLANNING WILL BE SURVEYED AND ASSESSED, TRANSLATED INTO ARCHITECTURAL DESIGN, AND EVALUATED IN SELECTED LOCATIONS THROUGHOUT THE UNITED STATES. SELF-ASSESSMENT TECHNIQUES FOR LOCAL SCHOOL DISTRICTS PLANNING ARCHITECTURAL CHANGES FOR HANDICAPPED CHILDREN AND RESEARCH TECHNIQUES FOR EVALUATING INNOVATIONS IN PHYSICAL ENVIRONMENT FOR HANDICAPPED CHILDREN WILL BE DETAILED. THIS PROJECT WILL ATTEMPT TO SYSTEMATIZE THE SIMILARITIES AND DIFFERENCES BETWEEN THE DISCIPLINES OF ARCHITECTURE AND EDUCATION TO EFFECT THE NECESSARY CHANGES WHICH COULD BENEFIT HANDICAPPED CHILDREN. (GC)

EP 010 631 40

CONFERENCE ON SPEECH-ANALYZING COMMUNICATION AIDS FOR THE DEAF.
INVESTIGATOR- PICKETT, JAMES M.
GALLAUDET COLLEGE, WASHINGTON, D.C.
BUREAU NUMBER BR-7-0630 PROP DATE 67
GRANT OEG-2-7-070630-3024

DESCRIPTORS- *AUDITION (PHYSIOLOGY), *CONFERENCES, *DEAF EDUCATION, *DEMONSTRATIONS (EDUCATIONAL), *ELECTRONIC EQUIPMENT, DISTRICT OF COLUMBIA, INSTRUMENTATION,

START DATE 04-15-67 END DATE 10-30-67

THE TOPIC OF A TECHNICAL CONFERENCE WILL BE SPECIAL SPEECH ANALYZERS THAT ARE UNDER EXPERIMENTAL DEVELOPMENT AND TESTING AS NEW ELECTRONIC AIDS FOR THE DEAF AND THE SEVERELY HARD-OF-HEARING. ACOUSTIC SCIENTISTS FROM BOTH THE UNITED STATES AND ABROAD WHO ARE ACTIVELY ENGAGED IN THIS WORK WILL PARTICIPATE IN THE 2-DAY CONFERENCE. FOLLOWING THE CONFERENCE, DEMONSTRATIONS OF NEW PROTOTYPE AIDS ARE TO BE PROVIDED FOR APPROXIMATELY 30 DIRECTORS OF TEACHER PREPARATION PROGRAMS FOR EDUCATION OF THE DEAF. (GC)

EP 010 632 40

NEW ENGLAND MATERIALS FOR INSTRUCTION CENTER.
INVESTIGATOR- MAIETTA, DONALD F. RUVIN, HAROLD
BOSTON UNIV., MASS.
BUREAU NUMBER BR-7-0677 PROP DATE 67
GRANT OEG-1-7-070677-3108

DESCRIPTORS- *EXCEPTIONAL CHILDREN, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MATERIALS CENTERS, *MATERIAL DEVELOPMENT, *REGIONAL PROGRAMS, BOSTON, DATA COLLECTION, DEMONSTRATION CENTERS, EDUCATIONAL FACILITIES, EDUCATIONAL RESEARCH, EDUCATIONAL RESOURCES, INFORMATION RETRIEVAL, MASSACHUSETTS, NEW ENGLAND, RESEARCH AND DEVELOPMENT CENTERS,

START DATE 03-15-67 END DATE 03-14-70

A REGIONAL CENTER WILL BE ESTABLISHED TO PROVIDE LEADERSHIP OVER APPROPRIATE USES OF SPECIALIZED INSTRUCTIONAL MATERIALS AND AIDS IN NEW ENGLAND SCHOOLS, IN RELATION TO CURRICULUM PROGRAMS AND THE EDUCATIONAL NEEDS OF CHILDREN IN THE REGION. A REGIONAL NETWORK OF SATELLITE CENTERS WILL BE SET UP TO SUPPORT THE "MAJOR" CENTER WHICH WILL BE LOCATED AT BOSTON UNIVERSITY. THE CENTRAL CONCERN OF THE CENTER WILL BE RESEARCH, DEVELOPMENT, EVALUATION, AND DEMONSTRATION OF INSTRUCTIONAL AIDS. A MAJOR EMPHASIS WILL BE PLACED ON AIDS FOR EXCEPTIONAL CHILDREN. A DATA BANK WILL BE SET UP FOR COLLECTING, STORING, RETRIEVING, AND DISSEMINATING INSTRUCTIONAL AND RELEVANT RESEARCH DATA. IN ADDITION, APPROPRIATE SEMINARS AND CONFERENCES WILL BE ORGANIZED AND HELD WITH STUDENTS, TEACHERS, SCHOOL ADMINISTRATORS, AND OTHER INTERESTED PERSONS. (JH)

EP 010 633 08

NATIONAL LEADERSHIP DEVELOPMENT SEMINAR FOR STATE DIRECTORS OF VOCATIONAL EDUCATION.
INVESTIGATOR- ALLEN, MARY
AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
BUREAU NUMBER BR-7-0820 PROP DATE 17 FEB 67
GRANT OEG-2-7-070820-3105

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *LEADERSHIP, *SEMINARS, *STATE OFFICIALS, *VOCATIONAL EDUCATION, DEVELOPMENTAL PROGRAMS, DISTRICT OF COLUMBIA, LEADERSHIP QUALITIES,

START DATE 03-13-67 END DATE 08-31-67

A 1-WEEK SEMINAR IN LEADERSHIP DEVELOPMENT WILL BE HELD SPECIFICALLY FOR STATE DIRECTORS OF VOCATIONAL EDUCATION. PARTICIPANTS WILL HAVE THE OPPORTUNITY TO DISCUSS (1) BASIC PRINCIPLES AND PRACTICES IN VOCATIONAL EDUCATION, (2) ACQUIRING THE UNDERSTANDING NECESSARY TO RELATE PRINCIPLES AND PRACTICES TO CURRENT AND FUTURE EDUCATIONAL PROBLEMS, (3) DEVELOPING NEW CONCEPTS ABOUT LEADERSHIP FUNCTIONS, (4) ACQUIRING SKILLS IN PROBLEM DEFINITION, (5) GAINING PRACTICE IN PRODUCTIVE USE OF CONSULTANTS, AND (6) ASSESSING THEIR ROLE AS AN INDIVIDUAL LEADER IN VOCATIONAL EDUCATION. (GC)

EP 010 634 24

PROFESSOR-STUDENT EXCHANGE--A STUDY OF THE DETERMINANTS OF HOW HARD COLLEGE STUDENTS WILL WORK IN THEIR VARIOUS COURSES.
INVESTIGATOR- JACKSON, J. WINSTON
WASHINGTON UNIV., ST.LOUIS, MO.
BUREAU NUMBER BR-7-8033
CONTRACT OEC-3-7-078033-2858

DESCRIPTORS- *REACTIVE BEHAVIOR, *SOCIAL RELATIONS, *STUDENT INTERESTS, *STUDENT MOTIVATION, *STUDENT TEACHER RELATIONSHIP, COLLEGE STUDENTS, MISSOURI, MODELS, ST. LOUIS, STUDENT BEHAVIOR,

START DATE 02-01-67 END DATE 12-31-67

USING AS A THEORETICAL BASIS THE EXCHANGE MODEL OF SOCIAL INTERACTION (HOMANS, 1961), THE EXTENT TO WHICH THE MODEL CAN BE USED IN STUDYING PROFESSOR-STUDENT RELATIONS WILL BE EXAMINED. THE INVESTIGATION WILL ATTEMPT TO (1) LOCATE, AND EXPRESS MATHEMATICALLY, THE DETERMINANTS OF HOW HARD A STUDENT WILL WORK IN A CLASS, (2) EVALUATE THE EXTENT TO WHICH THE EXCHANGE MODEL WILL ACCOUNT FOR WORK VARIATIONS, AND (3) MAKE PRACTICAL RECOMMENDATIONS FOR THE IMPROVEMENT OF STUDENT EFFORT. THE STUDY SAMPLE WILL BE 120 COLLEGE STUDENTS ENROLLED IN LARGE LECTURE COURSES. (GD)

EP 010 635 24

MULTI-VARIABLE COMPARISON OF STRUCTURAL READING PROGRAM AND ENRICHED BASAL READING PROGRAM WITH DISADVANTAGED URBAN CHILDREN.
INVESTIGATOR- YOUTZ, ADELLA C. PUTNAM, LILLIAN
NEWARK STATE COLLEGE, UNION, N.J.
BUREAU NUMBER BR-7-8079 PROP DATE 29 JUL 66
GRANT OEG-1-7-078079-3085

DESCRIPTORS- *BASIC READING, *DISADVANTAGED YOUTH, *READING PROGRAMS, *STRUCTURAL ANALYSIS, *URBAN TEACHING, BEGINNING READING, COMPARATIVE ANALYSIS, EARLY EXPERIENCE, GRADE 1, NEW JERSEY, READING INSTRUCTION, READING RESEARCH, REMEDIAL READING, UNION, URBAN SCHOOLS,

START DATE 03-01-67 END DATE 06-30-68

AN EXPLORATORY STUDY OF THE EFFECTIVENESS OF THE STERN AND GOULD STRUCTURAL READING PROGRAM FOR DISADVANTAGED URBAN CHILDREN WILL BE MADE AND COMPARED WITH A BASIC READING PROGRAM USING THE WINSTON BASAL READERS. TWO MATCHED FIRST-GRADE CLASSES WILL BE USED FOR COMPARATIVE ANALYSES AND EVALUATIONS. STANDARDIZED TESTS, INFORMAL EVALUATIONS, PROJECTIVE MEASURES, AND SUPPLEMENTARY MATERIALS WILL BE SELECTED OR DEVISED TO MAKE A MULTIPLE-VARIABLE COMPARISON. THE ATTEMPT WILL BE TO (1) IDENTIFY THE KINDS OF CHILDREN FOR WHOM EACH PROGRAM IS MORE SUITABLE, AND (2) EXPLORE CERTAIN ARTICULATION, PSYCHOLINGUISTIC, COGNITIVE, AND MOTIVATIONAL VARIABLES WHICH ARISE AS AUXILIARIES IN THE LEARNING OF READING AND WRITING. (GD)

EP 010 636 24

A FURTHER TEST OF THE UTILITY OF A TECHNIQUE FOR ASSESSING STRUCTURE OF LANGUAGE IN CHILDREN AND ADULTS.
INVESTIGATOR- SUCI, GEORGE J.
CORNELL UNIV., ITHACA, N.Y.
BUREAU NUMBER BR-7-8098 PROP DATE 29 JUN 66
CONTRACT OEC-1-7-078098-2711

DESCRIPTORS- *AUDITORY PERCEPTION, *LANGUAGE RESEARCH, *LINGUISTIC PATTERNS, *METHODS RESEARCH, *STRUCTURAL ANALYSIS, ITHACA, NEW YORK, SPEECH HABITS,

START DATE 02-01-67 END DATE 01-31-68

TESTING WILL BE DONE ON A TECHNIQUE FOR ASSESSING HOW THE RECEIVER OF SPEECH SOUNDS, THE HEARER IN A COMMUNICATION SITUATION, CONVERTS OR PROCESSES SUCH SOUNDS INTO MEANINGFUL LANGUAGE SEQUENCES. FAVORABLE TEST RESULTS FROM A PREVIOUS PROGRAM WHICH VALIDATED THE TECHNIQUE AGAINST SPECIFIC SYNTACTIC CRITERIA WILL BE USED IN IMPLEMENTING THE CURRENT EXPERIMENT. STANDARD SIX-WORD SENTENCES WILL BE USED FOR LINGUISTIC INPUTS (SOUND STIMULI). THREE VARIABLES--SENTENCE MEANINGFULNESS, SUBJECT SHORT-TERM MEMORY CAPACITY, AND SUBJECT AGE--WILL BE RELATED TO THE STRUCTURAL CHARACTERISTICS OF THE SUBJECTS' LANGUAGE RESPONSES. SUBJECTS WILL BE THIRD-GRADE GIRLS AND COLLEGE FEMALES. (JH)

EP 010 637 24

THE SECONDARY SCHOOL SYSTEM IN THE NETHERLANDS--SOME SOCIAL CONSEQUENCES OF STREAMING.
INVESTIGATOR- TUMIN, MELVIN
PRINCETON UNIV., N. J.
BUREAU NUMBER BR-7-8136 PROP DATE JUL 67
CONTRACT OEC-1-7-078136-2655

DESCRIPTORS- *ABILITY GROUPING, *ASPIRATION, *SELECTION, *SOCIAL DIFFERENCES, *STUDENT ATTITUDES, COMPETITIVE SELECTION, FOREIGN COUNTRIES, NEW JERSEY, PRINCETON, SECONDARY EDUCATION, SOCIAL CLASS, TEACHER ROLE, THE NETHERLANDS,

START DATE 01-01-67 END DATE 12-31-67

QUESTIONNAIRES WILL BE ADMINISTERED TO 14- AND 15-YEAR-OLD MALE STUDENTS AND THEIR TEACHERS IN DUTCH SCHOOLS IN AN EFFORT TO UNDERSTAND THE CONSEQUENCES OF A RIGID ABILITY SELECTION AND SORTING SYSTEM ON STUDENT ATTITUDES AND ASPIRATIONS. (STUDENTS IN THE NETHERLANDS ARE DIVIDED AT THE AGE OF 11, INTO DISTINCT EDUCATIONAL GROUPS, A PRACTICE THAT IS CALLED "STREAMING." THESE GROUPS CORRESPOND TO DIFFERENT EDUCATIONAL LEVELS WHICH LEAD THE STUDENT TO HIS PARTICULAR PLACE IN THE COUNTRY'S OCCUPATIONAL HIERARCHY AND, INADVERTENTLY, TO HIS SOCIAL STATUS POSITION.) IN AN ANALYSIS OF GATHERED DATA, SPECIAL ATTENTION WILL BE GIVEN TO THOSE STUDENTS WHO APPEAR LIKELY TO EXPERIENCE A DISCREPANCY BETWEEN SOCIAL CLASS BACKGROUND AND FUTURE SOCIAL CLASS STANDING AS INDICATED BY THEIR TYPE OF CURRENT SCHOOLING. FINDINGS OF THE STUDY SHOULD BE OF PRACTICAL VALUE FOR EVALUATING HOMOGENEOUS ABILITY GROUPINGS IN UNITED STATES SCHOOLS. (JH)

EP 010 638 24

PUBLIC EDUCATION ON A MINNESOTA CHIPPEWA RESERVATION.
INVESTIGATOR- HARKINS, ARTHUR M.
KANSAS UNIV., LAWRENCE
BUREAU NUMBER BR-7-8138 PROP DATE SEP 68
CONTRACT OEC-3-7-078138-3095

DESCRIPTORS- *AMERICAN INDIAN, *ETHNIC RELATIONS, *PUBLIC SCHOOLS, *SCHOOL COMMUNITY RELATIONSHIP, CHIPPEWA, COMPARATIVE ANALYSIS, ETHNIC GROUPS, FEDERAL PROGRAMS, KANSAS, LAWRENCE, MINNESOTA,

START DATE 03-15-67 END DATE 01-14-68

THE EFFECTS OF PUBLIC SCHOOL ON THE LIVES OF CHIPPEWA CHILDREN, AS REFLECTED IN THE WAYS THEY TEND TO SUCCEED OR PERFORM POORLY IN SCHOOL TASKS, WILL BE STUDIED. THE STUDY SAMPLE WILL CONSIST OF POPULATIONS LIVING IN FOUR SMALL VILLAGES OF THE WHITE EARTH INDIAN RESERVATION IN MINNESOTA. INQUIRIES WILL BE MADE INTO DIFFERENCES (1) EXISTING AMONG SCHOOL AND INDIAN COMMUNITY INTERRELATIONSHIPS WHEN SCHOOL IS PUBLIC RATHER THAN FEDERAL, (2) AMONG DIFFERENT VILLAGES WITH DIFFERENT COMMUNITY CHARACTERISTICS AS REFLECTED IN THE OPERATIONS OF SCHOOLS, (3) IN INDIAN CHILDREN'S RELATIONSHIPS TO THEIR SCHOOLS, AS A FUNCTION OF THE LENGTH OF TIME SPENT IN ANY ONE SCHOOL, WHETHER PREDOMINATELY INDIAN OR WHITE, AND (4) IN SCHOOL-CHILD RELATIONSHIPS WHEN THE COMMUNITY CULTURE IS OF THE MORE ACCULTURATED CHIPPEWA AS COMPARED WITH OTHER MORE TRADITIONAL INDIAN CULTURES, SUCH AS THE SIOUX OR CHEROKEE. OBSERVATIONS WILL BE SUPPLEMENTED BY OPEN-ENDED QUESTIONNAIRES AND INTERVIEWS DESIGNED FOR KEY CATEGORIES OF COMMUNITY AND SCHOOL POPULATIONS. (GC)

EP 010 639 24

COLLEGE INFLUENCES ON THE ROLE DEVELOPMENT OF FEMALE UNDERGRADUATES.
INVESTIGATOR- STANFORD, NEVITT LOZOFF, MARJORIE
STANFORD UNIV., CALIF.
BUREAU NUMBER BR-7-8153 PROP DATE 66
CONTRACT OEC-4-7-078153-2725

DESCRIPTORS- *ASPIRATION, *CAREER PLANNING, *FEMALES, *STUDENT CHARACTERISTICS, *STUDENT RESEARCH, CALIFORNIA, COLLEGE STUDENTS, STANFORD, STUDENT DEVELOPMENT STUDY,

START DATE 02-25-67 END DATE 07-31-67

THE FACTORS AFFECTING (1) A CHANGE IN CAREER DIRECTION AND (2) A CONTINUOUS CAREER COMMITMENT OF COLLEGE WOMEN WILL BE STUDIED. DATA COLLECTED OVER A 4-YEAR PERIOD WILL BE ANALYZED, CLASSIFIED, AND CODED. INTERVIEW PROTOCOLS WILL BE USED TO ESTABLISH RELATIONSHIPS OF PERSONALITY AND OTHER RELATED FACTORS (FAMILY BACKGROUND, EXPOSURE TO TEACHERS, OCCUPATIONAL AWARENESS, SELF-ESTEEM, AND PEER GROUP RELATIONS) TO VARIOUS CAREER DECISIONS. STATISTICAL TREATMENT OF CODED MATERIALS WILL BE EMPLOYED, IN ADDITION TO DESCRIPTIVE AND HYPOTHESES-FINDING STRATEGIES. TO ANALYZE THE DETERMINANTS OF CHANGE IN CAREER ORIENTATIONS, THE INVESTIGATORS WILL USE VARIOUS QUESTIONNAIRES, TESTS, AND INTERVIEWS. HYPOTHESES WILL THEN BE DEVELOPED FOR FURTHER TESTING. (RS)

EP 010 640 24

INVESTIGATION OF CONCEPT LEARNING IN YOUNG CHILDREN.
INVESTIGATOR- GINSBERG, ROSE
SAN JOSE STATE COLLEGE, CALIF.
BUREAU NUMBER BR-7-I-007 PROP DATE 67
GRANT OEG-4-7-070007-2891

DESCRIPTORS- *CONCEPT FORMATION, *CONCEPT TEACHING, *MATHEMATICAL CONCEPTS, *PRESCHOOL LEARNING, *TRANSFER OF TRAINING, CALIFORNIA, LEARNING PROCESSES, NONVERBAL LEARNING, SAN JOSE, TEACHING TECHNIQUES,

START DATE 02-02-67 END DATE 01-31-68

EXPERIMENTS ARE PLANNED TO EXAMINE THE PROBLEMS OF ORDERING, TRANSFER, AND CONCEPT LEARNING IN MATHEMATICS INSTRUCTION OF YOUNG CHILDREN (4- AND 5-YEAR-OLDS). SPECIFICALLY, THE STUDY IS DESIGNED TO DETERMINE (1) IF THE CONCEPTS OF "LESS THAN" AND "GREATER THAN" ARE EASILY WITHIN THE LEARNING CAPACITY OF THE YOUNG CHILD, (2) IF THESE CONCEPTS ARE MORE EASILY LEARNED IN NONVERBAL SITUATIONS THAN THE CONCEPTS OF "EQUAL TO" AND "NOT EQUAL TO," (3) WHAT SPECIFIC ORDERING OF THESE CONCEPTS WOULD MAXIMIZE TRANSFER, (4) WHAT EFFECTS "RECALL FACILITATION" HAS ON THE YOUNG CHILD'S LONG-TERM RECALL OF LEARNED CONCEPTS, AND (5) IF THE USE OF AN OVERT CORRECTION PROCEDURE WILL ENHANCE LEARNING WHEN THE STIMULUS AND THE MEANS OF INDICATING THE RESPONSE ARE SPATIALLY SEPARATED. (GD)

EP 010 641 24

DEVELOPMENT AND TESTING OF A SYSTEMS MODEL OF THE CLASSROOM RELEVANT TO CLASSROOM TEACHING AND COMPUTER-ASSISTED INSTRUCTION.
INVESTIGATOR- HOUGH, ROBBIN R.
MICHIGAN ST. UNIV., OAKLAND UNIV., ROCHESTER
BUREAU NUMBER BR-7-E-063 PROP DATE 05 DEC 66
GRANT OEG-3-7-070063-3138

DESCRIPTORS- *CLASSROOM TECHNIQUES, *COMPUTER ASSISTED INSTRUCTION, *EDUCATIONAL RESEARCH, *MODELS, *TEACHING TECHNIQUES, INFORMATION RETRIEVAL, INSTRUCTIONAL AIDS, LEARNING PROCESSES, MICHIGAN, ROCHESTER, SYSTEMS DEVELOPMENT,

START DATE 05-01-67 END DATE 12-31-67

THE FOCUS OF THIS PROJECT WILL BE ON ELABORATION OF A GENERAL INSTRUCTIONAL MODEL OF THE CLASSROOM LEARNING PROCESS. THE MODEL'S PURPOSE WILL BE TO PROVIDE A USEFUL FRAMEWORK FOR BOTH APPLIED AND THEORETICAL RESEARCH ON THE SUBJECT OF CLASSROOM OR COMPUTER-ASSISTED INSTRUCTION. THE INSTRUCTIONAL NATURE OF THE MODEL WILL EMPHASIZE A TUTORIAL APPROACH, RATHER THAN PROGRAMED LEARNING OR DRILL-EXERCISE. DURING THE PROJECT PERIOD, PLANS ARE TO COMPLETE THE DEVELOPMENT OF THE EXPERIMENTAL MODEL AND TO BEGIN THE DESIGN OF PRELIMINARY METHODS FOR EVALUATING THE EXPERIENCES OF INDIVIDUALS WHO MIGHT USE IT. (JH)

EP 010 642 24

REFINEMENT OF POLITICAL/MILITARY/DIPLOMATIC GAMES AS AN EDUCATIONAL TOOL.
INVESTIGATOR- HUNGER, E.S.
CALIFORNIA INST. OF TECHNOLOGY, PASADENA
BUREAU NUMBER BR-7-I-019 PROP DATE AUG 66
GRANT OEG-4-7-070019-3086

DESCRIPTORS- *DECISION MAKING SKILLS, *FOREIGN RELATIONS, *GAMES, *ROLE PLAYING, *STUDENT MOTIVATION, *TEACHING GUIDES, CALIFORNIA, COLLEGE INSTRUCTION, MANUALS, MATERIAL DEVELOPMENT, MILITARY SCIENCE, PASADENA, POLITICAL SCIENCE,

SECONDARY EDUCATION, SIMULATION, TEACHING TECHNIQUES,

START DATE 03-06-67 END DATE 07-31-67

PREVIOUSLY TESTED ROLE-PLAYING GAMES WILL BE REFINED AND A MANUAL WILL BE DEVELOPED TO PROVIDE AN INSTRUCTIONAL TOOL FOR SCHOOLS WITHOUT THIS PARTICULAR SIMULATION EXPERIENCE. THE GAMES ARE INTENDED TO STIMULATE AND MOTIVATE HIGH SCHOOL AND COLLEGE STUDENTS IN THE ACQUISITION OF FACTUAL AND CONCEPTUAL KNOWLEDGE OF INTERNATIONAL RELATIONS. THE GAMES WILL FOCUS UPON A SIMULATED EXPERIENCE IN INTERNATIONAL CRISES. THIS WILL FACILITATE STUDENT LEARNING OF FACTS, PROBLEMS, DECISION-MAKING PROCESSES, PRESSURES, AND STRATEGY OF POLICY FORMULATION AND CONDUCT. (RS)

EP 010 643 24

THE INFLUENCE OF ANALYSIS AND EVALUATION QUESTIONS ON ACHIEVEMENT AND CRITICAL THINKING IN SIXTH GRADE SOCIAL STUDIES.
INVESTIGATOR- HUNKINS, FRANCIS P.
WASHINGTON UNIV., SEATTLE
BUREAU NUMBER BR-7-I-005 PROP DATE 12 SEP 66
GRANT OEG-4-7-071005-3030

DESCRIPTORS- #COGNITIVE TESTS, #CRITICAL THINKING, #QUESTIONING TECHNIQUES, #ROTE LEARNING, #SOCIAL STUDIES, ACHIEVEMENT, COMPARATIVE ANALYSIS, INSTRUCTIONAL MATERIALS, SEATTLE, TAXONOMY OF EDUCATIONAL OBJECTIVES, TEACHING TECHNIQUES, TESTS, TEXTBOOK RESEARCH, WASHINGTON, WORKSHEETS,

START DATE 04-01-67 END DATE 01-05-68

A COMPARISON WILL BE MADE OF THE INFLUENCE OF TWO TYPES OF MATERIALS ON CRITICAL THINKING ABILITY AND SOCIAL STUDIES ACHIEVEMENT. APPROXIMATELY 350 SIXTH-GRADE STUDENTS WILL BE RANDOMLY DIVIDED INTO TWO TREATMENT GROUPS. THE TREATMENTS WILL CONSIST OF THE USE OF TEXT-TYPE MATERIALS EMPLOYING EITHER (1) DOMINANT USE OF ANALYSIS AND EVALUATION QUESTIONS, WHICH DEMAND A BREAKDOWN OF MATERIAL TO REVEAL RELATIONSHIPS, OR (2) USE OF QUESTIONS WHICH EMPHASIZE RECALL OF FACTUAL KNOWLEDGE. ALL SUBJECTS WILL USE A STANDARD SOCIAL STUDIES TEXT. SETS OF SPECIAL WORKSHEETS DESIGNED FOR EACH TREATMENT WILL BE USED. THE NUMBER OF QUESTIONS ON THE WORKSHEET SETS WILL BE SIMILAR. ONE SET, HOWEVER, WILL INCORPORATE QUESTIONS WHICH EMPHASIZE THE CATEGORIES OF ANALYSIS AND EVALUATION IN "TAXONOMY OF EDUCATIONAL OBJECTIVES" (BLOOM). THE OTHER WILL EMPHASIZE KNOWLEDGE RECALL QUESTIONS. READING ACHIEVEMENT, INTELLIGENCE, AND CRITICAL THINKING SCORES WILL BE OBTAINED, FOLLOWING A PRE- AND POST-TEST DESIGN. ANALYSIS OF VARIANCE TECHNIQUES WILL CONSTITUTE THE BASIC STATISTICAL TREATMENT OF THESE SCORES. (RS)

EP 010 644 24

RESEARCH ON THE CHARACTERISTICS OF SELECTED SCHOOL SYSTEMS AS THEY RELATE TO THE NEEDS FOR APPRAISAL, ACCEPTANCE, AND USE OF INNOVATIONS.
INVESTIGATOR- FURASH, E.
LITTLE (ARTHUR D.) INC., BOSTON
BUREAU NUMBER BR-6-1500 PROP DATE 65
CONTRACT OEC-1-7-061500-0328

DESCRIPTORS- #EDUCATIONAL STRATEGIES, #EVALUATION TECHNIQUES, #INNOVATION, #MODELS, #SCHOOL SYSTEMS, #SYSTEMS ANALYSIS, BOSTON, CONSULTANTS, MANAGEMENT, MASSACHUSETTS, SCHOOL IMPROVEMENT,

START DATE 10-01-66 END DATE 06-30-67

THE SOCIAL, POLITICAL, AND ECONOMIC CHARACTERISTICS OF THE U.S. PUBLIC EDUCATION SYSTEM (GRADES K-12) WILL BE STUDIED TO IDENTIFY SYSTEM ELEMENTS WHICH MOST READILY INFLUENCE OBJECTIVE APPRAISAL, ACCEPTANCE, AND IMPLEMENTATION OF EDUCATIONAL INNOVATIONS. FOUR SPECIFIC INNOVATIONS (NONGRADED CLASSES, PROGRAMED INSTRUCTION, MODERN MATHEMATICS, AND PUPIL PERSONNEL SERVICES) WILL BE STUDIED IN THE ATTEMPT TO ANALYZE ACCEPTANCE-IMPLEMENTATION PROCESSES. CONSULTANTS WILL ASSIST IN THE DEVELOPMENT OF A WORKING MODEL. A SAMPLE OF APPROXIMATELY 27 PUBLIC SCHOOL SYSTEMS WITH VARYING DIMENSIONS WILL BE EXAMINED. TRENDS OF ACCEPTANCE, PATTERNS OF SCHOOL BEHAVIOR, AND PROCESSES OF DECISION-MAKING WILL BE IDENTIFIED AND ANALYZED. FINDINGS WILL NECESSARILY BE GENERAL BUT SHOULD BE USEFUL TO AGENCIES INTERESTED IN DEVELOPING STRATEGIES TO MORE EFFECTIVELY MOVE INNOVATIONS INTO EDUCATIONAL SYSTEMS. (RS)

EP 010 645 24

DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND CONTENT UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARAN AFRICA FOR USE AT SELECTED GRADE LEVELS IN SECONDARY SCHOOLS.
INVESTIGATOR- BEYER, BARRY K.
OHIO STATE UNIV., COLUMBUS
BUREAU NUMBER BR-7-0724 PROP DATE 01 FEB 67
CONTRACT OEC-3-7-070724-2970

DESCRIPTORS- #AFRICAN CULTURE, #HISTORY, #INSTRUCTIONAL MATERIALS, #MATERIAL DEVELOPMENT, #SOCIAL STUDIES UNITS, AFRICA, COLUMBUS, CONSULTANTS, MEDIA SPECIALISTS, OHIO, SECONDARY EDUCATION, SUB SAHARA, TEACHER WORKSHOPS, TEACHING GUIDES,

START DATE 03-01-67 END DATE 06-30-70

SOCIAL STUDIES INSTRUCTIONAL MATERIALS WILL BE DEVELOPED IN THIS CURRICULUM IMPROVEMENT PROJECT. THE MATERIALS WILL INCLUDE AUDIOVISUAL AIDS, TEACHING GUIDES, AND CONTENT OUTLINES FOR USE IN TEACHING SECONDARY SCHOOL STUDENTS THE HISTORY AND CULTURE OF THE PEOPLES OF SUB-SAHARAN AFRICA. PROJECT ACTIVITIES WILL INCLUDE A SURVEY, AN ANNOTATION AND ANALYSIS OF EXISTING MATERIALS, AND THE IDENTIFICATION OF CONCEPTUAL SKILL, AND ATTITUDINAL GOALS FOR INSTRUCTION AT THE SECONDARY LEVEL. THE MATERIALS WILL BE DESIGNED BY TEAMS OF EDUCATORS, SCHOLARS, AND MEDIA SPECIALISTS. INSERVICE TEACHER WORKSHOPS WILL BE CONDUCTED. (RS)

EP 010 646 24

A SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM FOCUSED ON THINKING REFLECTIVELY ABOUT PUBLIC ISSUES.
INVESTIGATOR- SHAVER, JAMES P.
UTAH STATE UNIV., LOGAN
BUREAU NUMBER BR-6-2298 PROP DATE 21 FEB 66
CONTRACT OEC-4-7-002288-2036

DESCRIPTORS- #CRITICAL THINKING, #CURRICULUM DEVELOPMENT,

#INSTRUCTIONAL MATERIALS, #PUBLIC POLICY, #SOCIAL STUDIES UNITS, COMPARATIVE ANALYSIS, LOGAN, MEASUREMENT INSTRUMENTS, SECONDARY EDUCATION, UTAH,

START DATE 10-15-66 END DATE 06-15-69

CURRICULUM MATERIALS INTENDED TO TEACH HIGH SCHOOL STUDENTS TO THINK REFLECTIVELY ON PUBLIC ISSUES WILL BE DEVELOPED AND TESTED. VARIED EDUCATORS WILL BE INVOLVED IN FORMULATING AND DEVELOPING A RATIONALE AND THE MATERIALS. DURING FORMAL EXPERIMENTATION WITH INSTRUCTIONAL MATERIALS, STUDENTS WILL BE RANDOMLY ASSIGNED TO ONE OF THREE DISCUSSION GROUPS--SOCRATIC, RECITATION, AND SEMINAR. PERSONALITY AND LEARNING MEASURES WILL BE ADMINISTERED. CORRELATIONS AND COMPARISONS WILL BE CONDUCTED AMONG (1) PERSONALITY AND LEARNING MEASURES, (2) DISCUSSION GROUP TYPES, AND (3) DISCUSSION METHOD AND STUDENT PERSONALITY INTERACTIONS IN AFFECTING REFLECTIVE (OR CRITICAL) THINKING AND LEARNING. (RS)

EP 010 647 24
CONTEMPORARY DEVELOPMENTS IN ICELANDIC EDUCATION.
INVESTIGATOR- FRASER, STEWART E.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
BUREAU NUMBER BR-6-8631 PROP DATE 06 MAR 66
CONTRACT OEC-2-7-008631-2062

DESCRIPTORS- #COMPARATIVE EDUCATION, #CURRICULUM EVALUATION, #EDUCATIONAL POLICY, #INTERNATIONAL EDUCATION, #SCHOOL SYSTEMS, BIBLIOGRAPHIES, COMPARATIVE ANALYSIS, FOREIGN CULTURE, HISTORICAL REVIEW, ICELAND, NASHVILLE, PRIMARY EDUCATION, SCHOOL POLICY, SECONDARY EDUCATION, SURVEYS, TENNESSEE,

START DATE 08-15-66 END DATE 12-15-67

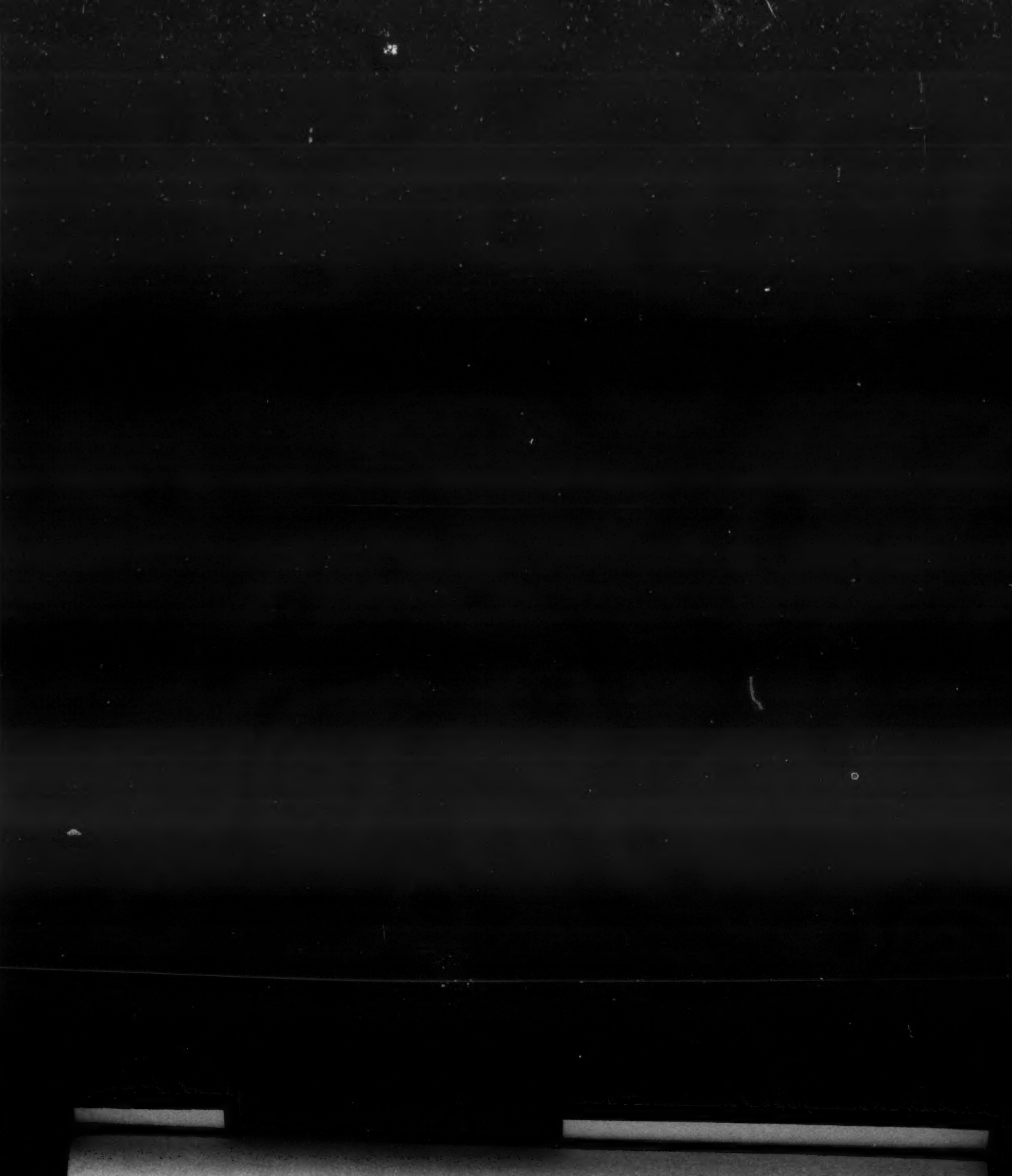
THE CONTEMPORARY SCHOOL PRACTICES AND ASSOCIATED EDUCATIONAL ISSUES OF ICELAND WILL BE STUDIED IN AN INTERNATIONAL PERSPECTIVE. THE STUDY WILL FOCUS ON THE SPECIAL INTEREST BY ICELANDIC EDUCATORS IN INTERNATIONAL EDUCATION AND IN THE INTERNATIONAL ASPECTS OF PRIMARY AND SECONDARY SCHOOL CURRICULUMS. AN HISTORICAL BACKGROUND STUDY WILL ALSO BE UNDERTAKEN BASED ON PRIMARY AND SECONDARY SOURCES, INCLUDING LITERATURE AVAILABLE IN ICELANDIC, DANISH, AND ENGLISH. A BIBLIOGRAPHY OF RELATED LITERATURE IN THE THREE LANGUAGES WILL THEN BE COMPILED AND ANNOTATED. (GD)

EP 010 648 24
IDENTIFYING THE POTENTIALLY SUCCESSFUL AMONG MARGINAL COLLEGE ENTRANTS.
INVESTIGATOR- BEACH, LESLIE R.
HOPE COLLEGE, HOLLAND, MICH.
BUREAU NUMBER BR-6-8539 PROP DATE 10 FEB 66
CONTRACT OEC-3-7-008539-2059

DESCRIPTORS- #ABILITY IDENTIFICATION, #ACADEMICALLY HANDICAPPED, #COLLEGE ADMISSION, #COLLEGE PREPARATION, #SUMMER PROGRAMS, COLLEGE STUDENTS, EDUCATIONAL GUIDANCE, HOLLAND, MICHIGAN, PREDICTIVE MEASUREMENT, SKILL DEVELOPMENT, SUPERVISORY METHODS, TALENT IDENTIFICATION,

START DATE 11-01-66 END DATE 06-30-68

AN ATTEMPT WILL BE MADE TO IDENTIFY NONINTELLECTIVE PREDICTORS OF SUCCESS FOR COLLEGE APPLICANTS WHO ARE ACADEMICALLY MARGINAL. CERTAIN PERSONAL AND ECOLOGICAL FACTORS WHICH APPEAR TO WARRANT ACCEPTANCE OF THESE STUDENTS AS "GOOD RISKS" WILL BE DETERMINED, AND AN ATTEMPT TO VALIDATE THESE FACTORS WILL BE MADE THROUGH SUCH FOLLOWUP ACTIVITIES AS GUIDANCE, SUPERVISION, AND SUMMER TRIAL PROGRAMS. ABOUT 20 ACADEMICALLY MARGINAL OR UNACCEPTABLE COLLEGE APPLICANTS WILL BE ENROLLED IN A SPECIAL SUMMER TRIAL PROGRAM DESIGNED TO ENHANCE ACADEMIC SKILLS AND TO PROVIDE REGULAR COURSE WORK. COLLEGE SUCCESS WILL BE DETERMINED BY THE STUDENTS' PERFORMANCE IN THE REGULAR COLLEGE WORK COMPLETED DURING THE SUMMER AND THE FOLLOWING ACADEMIC YEAR. (GD)



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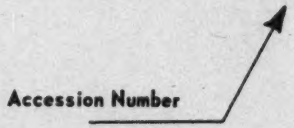

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FURASH, E.
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BR-6-1500 EP010644

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INVESTIGATION OF CONCEPT LEARNING IN YOUNG CHILDREN.
BR-7-1-007 EP010640

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DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION.
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GREEN, WILLIAM
PHYSICAL ENVIRONMENT AND SPECIAL EDUCATION--AN INTERDISCIPLINARY APPROACH TO RESEARCH.
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BR-6-8162 EP010612

HARKINS, ARTHUR M.
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HESS, ROBERT D.
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BR-7-0063 EP010620

EARLY CHILDHOOD EDUCATION CENTER.
BR-7-0128 EP010622

HOUGH, ROBBIN R.
DEVELOPMENT AND TESTING OF A SYSTEMS MODEL OF THE CLASSROOM RELEVANT TO CLASSROOM TEACHING AND COMPUTER-ASSISTED INSTRUCTION.
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BR-7-8136 EPO10637

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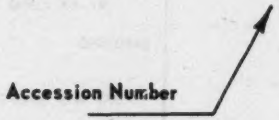
PENNSYLVANIA STATE UNIV.

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE

BR-6-1234 EP 000 000



AMERICAN VOCATIONAL ASSN., WASHINGTON, D.C.
NATIONAL LEADERSHIP DEVELOPMENT SEMINAR FOR STATE DIRECTORS OF VOCATIONAL EDUCATION.
BR-7-0820 EP010633

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BR-7-0566 EP010630

GALLAUDET COLLEGE, WASHINGTON, D.C.
CONFERENCE ON SPEECH-ANALYZING COMMUNICATION AIDS FOR THE DEAF.
BR-7-0630 EP010631

GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
CONTEMPORARY DEVELOPMENTS IN ICELANDIC EDUCATION.
BR-6-8631 EP010647

DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION.
BR-7-0462 EP010625

GEORGETOWN UNIV., WASHINGTON, D.C.
CHILDREN'S ACQUISITION OF SPANISH SYNTAX IN THE FOREIGN ENVIRONMENT.
BR-6-2637 EP010615

HOPE COLLEGE, HOLLAND, MICH.
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BR-6-8539 EP010648

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BR-7-0421 EP010626

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BR-6-3002 EP010613

KANSAS UNIV., LAWRENCE
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BR-7-8138 EP010638

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BR-6-1500 EP010644

MICHIGAN ST. UNIV., EAST LANSING
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BR-7-0489 EP010628

MICHIGAN ST. UNIV., OAKLAND UNIV., ROCHESTER
FORMERLY NAMED MICHIGAN STATE UNIV.-OAKLAND
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MICHIGAN UNIV., ANN ARBOR
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BR-7-0028 EP010609

NEW SCHOOL FOR SOCIAL RESEARCH, NEW YORK, N.Y.
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BR-6-2727 EP010614

NEW YORK UNIV.
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BR-7-0065 EP010620

NEWARK STATE COLLEGE, UNION, N.J.
MULTI-VARIABLE COMPARISON OF STRUCTURAL READING PROGRAM AND ENRICHED BASAL READING PROGRAM WITH DISADVANTAGED URBAN CHILDREN.
BR-7-8079 EP010635

OHIO STATE UNIV., COLUMBUS
DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND CONTENT UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARAN AFRICA FOR USE AT SELECTED GRADE LEVELS IN SECONDARY SCHOOLS.
BR-7-0724 EP010645

NATIONAL LEADERSHIP DEVELOPMENT INSTITUTES IN TECHNICAL EDUCATION.
BR-7-0452 EP010627

PENNSYLVANIA UNIV., PHILADELPHIA
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BR-7-0142 EP010623

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BR-7-0136 EP010637

PURDUE RESEARCH FOUNDATION, LAFAYETTE, IND.
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BR-6-2011 EP010616

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BR-7-1-007 EP010640

SPELMAN COLL., ATLANTA, GA.
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BR-6-0162 EP010612

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BR-7-0153 EP010639

STATE HOSPITAL NO. 2, ST. JOSEPH, MO.
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BR-6-0918 EP010610

UTAH STATE UNIV., LOGAN
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BR-6-2288 EP010646

WASHINGTON UNIV., SEATTLE
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BR-7-1-005 EP010643

WASHINGTON UNIV., ST.LOUIS, MO.
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BR-7-0033 EP010634

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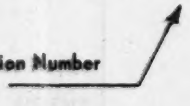
This index lists the titles of projects under the major subject terms that have been assigned to characterize their substance. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the project can be found under that number in the resume section.

AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000



ABILITY GROUPING
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ACADEMICALLY HANDICAPPED
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BR-7-0452 EP 010 627

NATIONAL LEADERSHIP DEVELOPMENT SEMINAR FOR STATE DIRECTORS OF VOCATIONAL EDUCATION.
BR-7-0820 EP 010 633

AFRICAN CULTURE
DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND CONTENT UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARAN AFRICA FOR USE AT SELECTED GRADE LEVELS IN SECONDARY SCHOOLS.
BR-7-0724 EP 010 645

AMERICAN INDIAN
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BR-7-0138 EP 010 630

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THE SECONDARY SCHOOL SYSTEM IN THE NETHERLANDS--SOME SOCIAL CONSEQUENCES OF STREAMING.
BR-7-0136 EP 010 637

COLLEGE INFLUENCES ON THE ROLE DEVELOPMENT OF FEMALE UNDERGRADUATES.
BR-7-0153 EP 010 639

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BR-7-0630 EP 010 631

AUDITORY PERCEPTION
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BR-7-0098 EP 010 636

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BR-7-0079 EP 010 635

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EARLY CHILDHOOD EDUCATION CENTER.
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CHILD DEVELOPMENT CENTERS
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BR-7-0065 EP 010 620

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BR-6-1905 EP 010 617

COGNITIVE TESTS
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BR-7-I-005 EP 010 643

This index lists the titles of projects under the major subject terms that have been assigned to characterize their substance. The subjects, which conform to those presented in the Thesaurus of ERIC Descriptors, are in alphabetical order.

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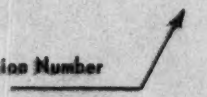
AUDIOVISUAL AIDS

OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN, A STUDY OF THE
BR-6-1234 EP 000 000



ABILITY GROUPING
THE SECONDARY SCHOOL SYSTEM IN THE NETHERLANDS--SOME SOCIAL CONSEQUENCES OF STREAMING.
BR-7-0136 EP 010 637

ABILITY IDENTIFICATION
IDENTIFYING THE POTENTIALLY SUCCESSFUL AMONG MARGINAL COLLEGE ENTRANTS.
BR-6-0539 EP 010 648

ACADEMICALLY HANDICAPPED
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BR-6-0539 EP 010 648

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BR-7-0452 EP 010 627

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AFRICAN CULTURE
DEVELOPMENT AND TESTING OF INSTRUCTIONAL MATERIALS, TEACHING GUIDES AND CONTENT UNITS ON THE HISTORY AND CULTURE OF SUB-SAHARAN AFRICA FOR USE AT SELECTED GRADE LEVELS IN SECONDARY SCHOOLS.
BR-7-0724 EP 010 645

AMERICAN INDIAN
PUBLIC EDUCATION ON A MINNESOTA CHIPPEWA RESERVATION.
BR-7-0138 EP 010 638

ASPIRATION
THE SECONDARY SCHOOL SYSTEM IN THE NETHERLANDS--SOME SOCIAL CONSEQUENCES OF STREAMING.
BR-7-0136 EP 010 637

COLLEGE INFLUENCES ON THE ROLE DEVELOPMENT OF FEMALE UNDERGRADUATES.
BR-7-0153 EP 010 639

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BR-7-0028 EP 010 604

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BR-7-0566 EP 010 630

CAREER PLANNING
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EARLY CHILDHOOD EDUCATION CENTER.
BR-7-0083 EP 010 621

CHILD DEVELOPMENT CENTERS
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BR-7-I-003 EP 010 643

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BR-6-8539 EP 010 648

COLLEGE PREPARATION
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BR-6-8539 EP 010 648

COMMUNICATIONS
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BR-7-0421 EP 010 626

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TIME PERSPECTIVE CHANGE IN INSTITUTIONALIZED MENTAL RETARDATES UNDER CONDITIONS OF SOCIAL OR TOKEN REINFORCEMENT.
BR-6-8918 EP 010 610

COMPARATIVE EDUCATION
CONTEMPORARY DEVELOPMENTS IN ICELANDIC EDUCATION.
BR-6-8631 EP 010 647

COMPREHENSION DEVELOPMENT
THE RELATIONSHIP OF COMPREHENSION TO SPEECH PRODUCTION IN SECOND LANGUAGE INSTRUCTION--PROPORTION AND SEQUENCE.
BR-6-3002 EP 010 613

COMPUTER ASSISTED INSTRUCTION
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CONCEPT TEACHING
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BR-7-I-007 EP 010 640

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A SECONDARY SCHOOL SOCIAL STUDIES CURRICULUM FOCUSED ON THINKING REFLECTIVELY ABOUT PUBLIC ISSUES.
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FEASIBILITY OF TEACHING HISTORY OF TECHNOLOGY IN VOCATIONAL AND PRE-TECHNICAL SECONDARY SCHOOLS.
BR-6-2011 EP 010 616

CURRICULUM EVALUATION
CONTEMPORARY DEVELOPMENTS IN ICELANDIC EDUCATION.
BR-6-8631 EP 010 647

DEAF EDUCATION
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BR-7-0630 EP 010 631

DECISION MAKING SKILLS
REFINEMENT OF POLITICAL/MILITARY/DIPLOMATIC GAMES AS AN EDUCATIONAL TOOL.
BR-7-I-019 EP 010 642

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CONFERENCE ON SPEECH-ANALYZING COMMUNICATION AIDS FOR THE DEAF.
BR-7-0630 EP 010 631

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BR-7-0452 EP 010 627

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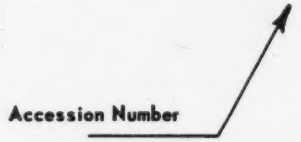

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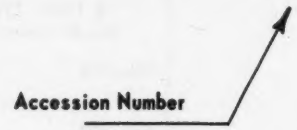

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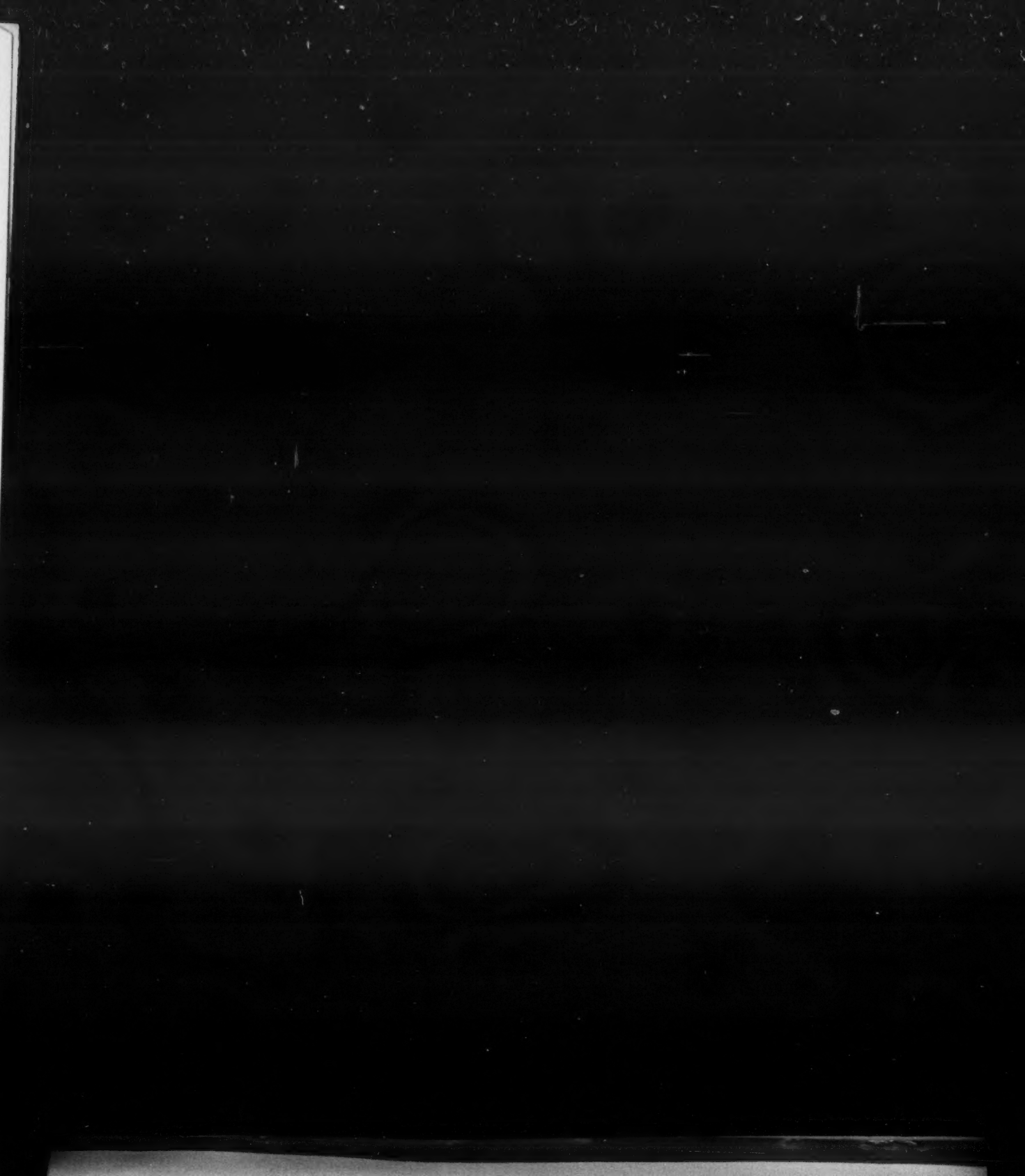
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